

# Quality School Improvement Project: Tracking Students' Learning through Comprehensive Enhancement of Assessment Literacy (QSIP-CEAL)

2019/20

## A Collection of School-based Examples

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Quality School Improvement Project



**Quality School Improvement Project:  
Tracking Students' Learning through  
Comprehensive Enhancement of  
Assessment Literacy  
(QSIP-CEAL)**

**A Collection of School-based Examples  
(2019/20)**



**Cheung Hiu Tung Becky**

**Lam Kam Fong Joann Florence**

**Lee Chun Man Alice**

**Sheto Ching Kwan Melody**

**Tsang Hoi Chi Rosy**



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# Foreword

The education reforms in Hong Kong over the past two decades have been echoing the international trends in education, which emphasises the importance of integrating competence-based education into school curricula. The tasks involved in reconstructing the model of education lead not only to pedagogical changes but also imply an innovative approach to assessment practices. Teachers have been making a tremendous effort to explore how competences and transversal skills can be accurately measured. Assessment literacy, therefore, has become a focus of concern in the education field.

When creating an assessment instrument that supports and reflects student learning in school, there are at least four essential principles to follow: First, ensuring the alignment of learning, teaching and assessment, which is the process of facilitating the interactions among course content, classroom instruction, assessment methods and intended learning outcomes. Second, developing a vertically and horizontally aligned curriculum to provide a coherent set of expectations for students and educators about what to learn at a particular grade level. Third, the need to give a clear purpose to each assessment and setting questions of varying difficulty that allow students to display knowledge and skills of both high and low levels. Fourth, making use of assessment data to inform instruction and to value student and teacher efforts to improve.

Nonetheless, designing an assessment instrument by adhering to such principles is easier said than done. Based on the assessment practices observed in many different schools, teachers are found highly competent at developing curriculum and teaching activities, yet not many are conscious of assessing the discrepancies between what to teach and what to assess. Seeking compromises on assessment formats, levels of difficulty and data management, is often a challenge to them.

I wish to express sincere gratitude to the Quality Education Fund for its generous contribution, which led to the establishment of QSIP-CEAL. The project provides tailor-made school-based support services to equip teachers with professional knowledge and capacity to design practical assessments. It has brought tremendous benefits to innumerable teachers and students through on-site support and territory-wide dissemination activities in the past three years. I would also take this opportunity

to acknowledge the invaluable advice and support given by the Education Bureau, particularly the School-based Professional Support Section, in supervising our work throughout the period.

This publication showcases eight school-based teacher development projects implemented by our School Development Officers, who are eager to collaborate with schools by adhering to the philosophy of comprehensive school improvement. The positive changes described in the school cases are a result of the collective efforts of the schools which have collaborated with us over the past academic year. I am deeply grateful to the principals and teachers for their generous sharing of their school-based experiences. Their achievements in actualizing assessment for learning, and establishing a self-improving mechanism conducive to on-going school improvement as well, are highly commendable. I sincerely hope that this collection of school-based assessment examples will inspire teachers in other schools to see the process of teacher development in assessment literacy and to seek better ways to facilitate learning and assessment for students.

**Chan Hung Cheong, Morton**  
**Director**  
**Quality School Improvement Project**  
**Hong Kong Institute of Educational Research**  
**The Chinese University of Hong Kong**

# About QSIP-CEAL

The ‘Quality School Improvement Project: Tracking Students’ Learning through Comprehensive Enhancement of Assessment Literacy’ Project (QSIP-CEAL) is a school-based professional support programme that endeavours to enhance English Language teachers’ assessment literacy and assist them to develop effective assessment practices in Key Stage 2 (upper primary levels) and Key Stage 3 (junior secondary levels).

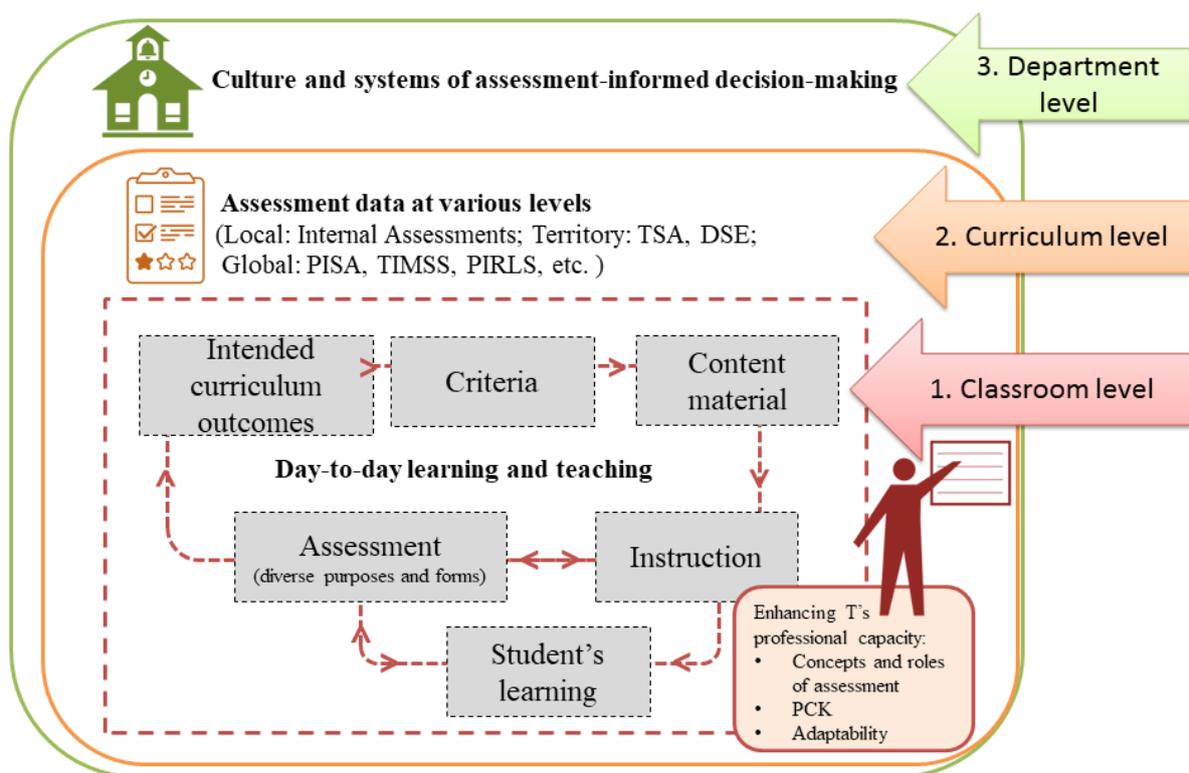
QSIP-CEAL is one of the initiatives implemented by the Quality School Improvement Project (QSIP), an organisation established under the Hong Kong Institute of Educational Research of the Chinese University of Hong Kong, which aims to build professional capacity for comprehensive school improvement. The Project is a university-school support programme, which was commissioned by the School-based Professional Support Section of the Education Bureau and financed by the Education Development Fund in September 2017. It has been operated under the programme, the Quality Education Fund Thematic Networks-Tertiary Institutes (QTN-T), since September 2019.

## **Objectives of the Project**

In 2019/20, QSIP-CEAL provided professional school-based support to four primary schools and four secondary schools with the goals of:

1. equipping teachers, not just English teachers but the entire teaching staff, with knowledge, skills and attitudes which build effective assessment practices to inform their instruction;
2. strengthening the capacity of school leaders, curriculum leaders and instructional leaders to lead assessment-informed improvement activities;
3. developing school-based practices of effective assessment at both classroom and curriculum levels in English Language; and
4. empowering students to engage themselves in self-assessment practices to monitor and regulate their own individual learning.

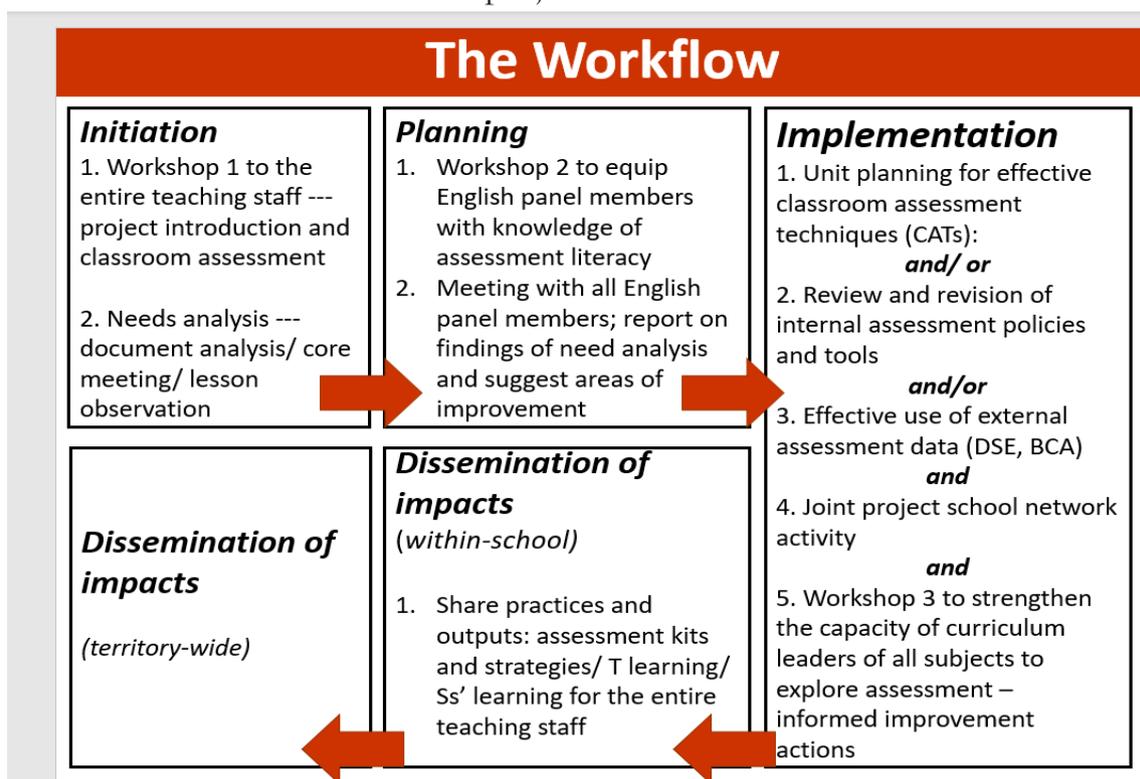
Adhering to the philosophy of comprehensive school improvement, the Project led curriculum and instructional leaders through change. Tailor-made on-site professional support for assessment design and implementation were provided based on needs analysis and progress review, delivering a multi-level focus on: (1) classroom level, (2) curriculum level and (3) department level.



### Professional Training Activities

The professional support was delivered in various forms, which included (1) teacher development workshops, (2) collaborative lesson planning practice, (3) assessment design, (4) classroom teaching, (5) lesson observation and follow-up feedback, (6) assessment data analysis, and (7) dissemination activities.

The project workflow:



The three designated workshops:

1. Assessment Literacy for ALL Teachers
2. Analysis of Assessment Tools – The What, Why and How
3. Assessment Literacy for Curriculum Leaders

### Participating Schools for 2019/20

Catholic Mission School

Sacred Heart Canossian School

TWGHs Wong See Sum Primary School

Yan Oi Tong Tin Ka Ping Primary School

Caritas Fanling Chan Chun Ha Secondary School

PAOC Ka Chi Secondary School

Tin Shui Wai Methodist College

TWGHs Li Ka Shing College

# The QSIP-CEAL Team

The QSIP-CEAL Team is formed by the School Development Officers of the Quality School Improvement Project, the Hong Kong Institute of Educational Research, the Chinese University of Hong Kong.

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## **Dr. CHEUNG Hiu Tung Becky**

Experienced English Language educator. Former English teacher and Deputy Head of English Language Panel in secondary school. Recipient of Chief Executive's Award for Teaching Excellence. Honorary teaching consultant of The Hong Kong Institute of Education (presently known as The Education University of Hong Kong). Invited participant of the pilot scheme on Hong Kong English Teacher Exchange Activities to the Mainland, organized by the Education Bureau, to share teaching experience with teachers in Guangdong Province.

Part-time writer of learning, teaching and assessment materials for both primary and secondary English education. Member of the Requirements of Basic Academic Attainments in English Language for Secondary Schools Development Team led by the Education and Youth Affairs Bureau, Macau SAR and facilitator for the related professional development events.

**Specialties:** English Language education, curriculum development and instructional design, self-directed learning, assessment literacy

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## **Ms. LAM Kam Fong Joann Florence**

Honorary Fellow, Chartered Institute of Linguists (Hon FCIL).

Training consultant for educational and non-educational institutions.

Director and curriculum designer of English learning courses for primary and secondary students.

Former teacher, Head of English Panel, Head of various school departments and Administrative Assistant to Principal. Former Director of Art School, Hong Kong Arts Centre. Former Registrar of Hong Kong Council of Accreditation for Academic and Vocational Qualification.

**Specialties:** English Language education, institutional and programme review (education), leadership and management

### **Ms. LEE Chun Man Alice**

Former Head of English Literature Panel, English Language teacher and Coordinator for school-based Aesthetic Education in secondary school. Engaged in school improvement and coordinating students' Other Learning Experiences (OLE).

Collaborated with over 50 primary and secondary schools to facilitate English Panel development, the enhancement of curriculum, pedagogy and assessment as well as the enrichment of teachers' professional capacity.

**Specialties:** English Language in primary and secondary schools, Literature in English, experiential learning, aesthetic education, assessment literacy, teacher professional development

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### **Ms. SHETO Ching Kwan Melody**

Experienced Head of English Language Panel in secondary school, responsible for coordinating school-based curriculum design, language across the curriculum (LAC), teacher training, school-based and joint-school English activities as well as overseas English exchange programmes. Former member of the Territory-wide System Assessment Moderation Committee with solid experience in public examinations analysis. Invited by local and overseas schools for sharing of English curriculum design and teaching strategies. Facilitated professional development of teachers at schools of various backgrounds in Hong Kong and Macau.

**Specialties:** Design and evaluation of curriculum, pedagogy and assessment of English Language education, school administration and subject panel management, teacher professional development

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### **Ms. TSANG Hoi Chi Rosy**

Former Deputy Head of English Language Panel in secondary school, responsible for leading the subject panel in development of curriculum, pedagogy and assessment. Solid experience in designing teaching materials for English learning and language across the curriculum (LAC). Concrete experience in supporting English panel improvement in primary and secondary schools of various backgrounds.

**Specialties:** Design and evaluation of curriculum, pedagogy and assessment of English Language education, language across the curriculum

# **Primary Schools**



# The Starting Point of a Journey

## School

Catholic Mission School

## Background

Apart from the usual difference in levels of proficiency, diversity displays itself in many facets of the school. The studentship is a mix of native and non-native English speakers. Students come from various countries and the classrooms are truly multi-cultural. To cater for their differences in language ability, students are grouped into different ability groups for English lessons, the ‘Sun’ (weak) and ‘Star’ (strong) classes.

Even with such diversity, students do well in English Language. Their Territory-wide System Assessment (TSA) results are higher than the Hong Kong average and they are admitted to secondary schools with higher academic performance because of their English Language proficiency. With building on students’ strength in mind, the school has made enhancement of self-directed learning one of their major concerns.

Developing students into self-directed learners is closely related to how assessment literate the teachers are. The more a teacher understands how each student performs and why some have problems in particular areas, the more he or she can design a curriculum that facilitates self-directed learning among the students. Assessment literacy was a timely project for teacher development. It was hoped that teachers would (a) be equipped to bring formative assessment into the classroom so that it can become a regular practice for portfolio building and (b) make use of data to inform student learning, teacher teaching and curriculum design.

## Level

Primary 4

## Strategies Used

### **1. Needs Analysis: Use of Vocabulary Inventory**

When teaching vocabulary items and reading comprehension, it is a common tendency to follow the arrangement of the course book units. Little thought is given to the level of difficulty for individual students. To enhance students’ learning by not repeating the already familiar materials, a Vocabulary Inventory was used to gauge students’ prior knowledge of content-related words of the unit in question. Informed by what the students had marked on the Vocabulary Inventory, the teachers adjusted their teaching to meet the students’ need. In this case, the need is for more advanced materials. The following table is a Vocabulary Inventory completed by a student.

### Example 1: Vocabulary Inventory

Part A: Entry test – Do you know these words? (Please complete this part before finish watching the video.)

Vocabulary Items	I know the word (+); the word seems familiar (?); I have no idea(0)
1. a rickshaw	
2. a carrying pole	
3. an abacus	
4. a gramophone	
5. a trolley	
6. a calculator	
7. an MP3 player	
8. a private car	
9. balance scales	
10. a mobile phone	
11. a washing machine	
12. a tap	
13. a kitchen hob	
14. a paper fan	
15. a washboard	
16. a well	
17. digital weighing scales	
18. a rotary dial phone	
19. an electric fan	
20. a kerosene stove	

Based on the information shown in the table and the subsequent quick check, the teachers adjusted the pace or focus of their teaching and the contents of learning materials.

## 2. Vocabulary Inventory: An Exit Card Activity

The teachers in this school are thoughtful and resourceful. They expanded the Vocabulary Inventory into an exit card activity, inviting students to show their understanding of the text alongside the words they had learnt. Part B of Example 2 is an example of ‘Assessment for Learning’, with students’ work informing the teacher on a reading comprehension exercise, which required students to compare the household tools used in the past and those that are used at present. The inventory was also used as a learning tool to encourage self-reflection, turning the exit card activity into an exercise of ‘Assessment as Learning’. This routine served learning and teaching well even when classes had to be conducted online.

Example 2: Vocabulary Inventory as a needs analysis activity, even when the classes were conducted online

**Topic:** Names of things from Hong Kong’s past; Names of things from Hong Kong’s present

**Tool(s):** Needs analysis

Part A: Entry test – Do you know these words? (Please complete this part before finish watching the video.)

Vocabulary items	I know the word (+); the word seems familiar (?); I have no idea (0)
1. a rickshaw	

Part B: Exit test – Complete the following table with the words provided in part A. One example has been done for you already. (Please do this part after watching the video)

Tool(s) people used in the past	Purpose/ usage of the tool(s)	Tool(s) people use now
e.g. a well	to collect water to listen to music	a tap



### Example 3: Turning the Vocabulary Inventory into an exit card activity and a tool for 'Assessment as Learning'

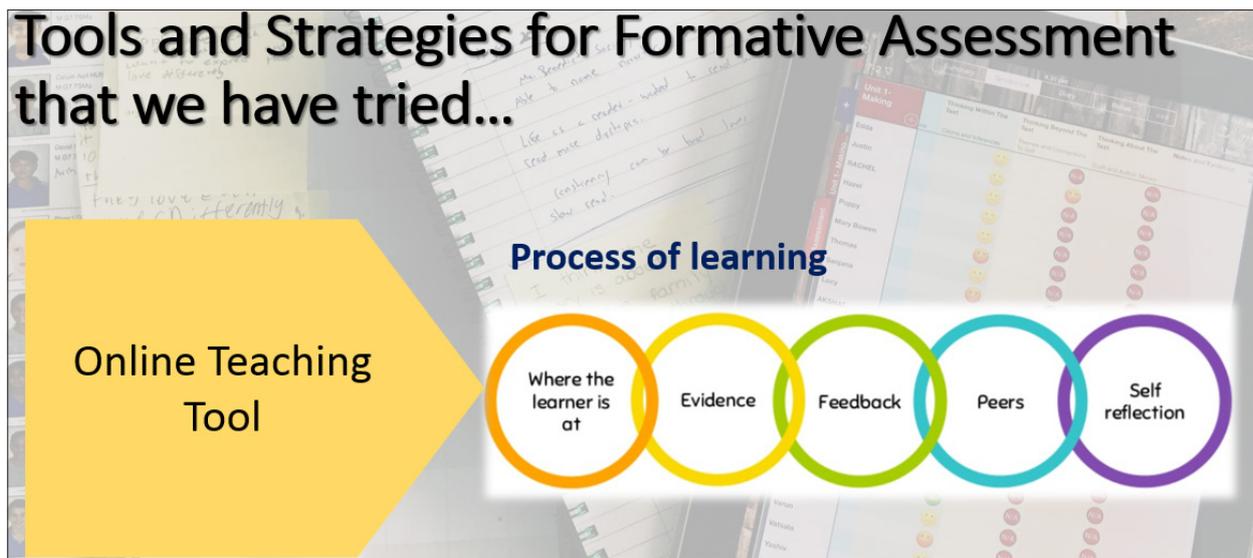
Part B: Exit test – Complete the following table with the words provided in part A. One example has been done for you already. (Please do this part after watching the video)

Tool(s) people used in the past	Purpose/ usage of the tool(s)	Tool(s) people use now
<i>e.g. a well</i>	<i>to collect water</i>	<i>a tap</i>
<u>a gramophone</u>	to listen to music	<u>An MP3 player</u>
		<u>and go anywhere</u>
a paper fan	<u>to give wind to us</u>	<u>an electric fan</u>
balance scales	To measure the weigh of the <u>object</u>	<u>Digital weighing scales</u>
a kerosene stove	<u>to cooking</u>	a kitchen hob

### 3. E-learning Tools Turned into Formative Assessment Activities

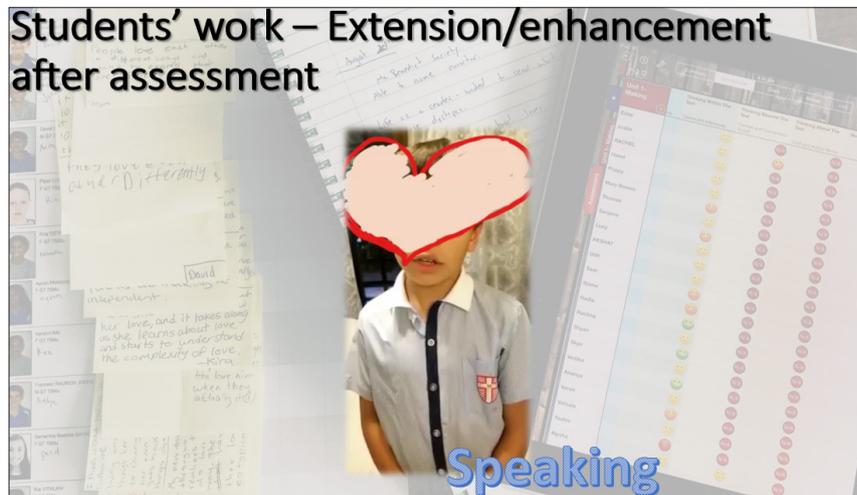
The essence of formative assessment is constructive feedback, which helps advance students' learning. The effective use of e-learning activities could achieve the same purpose. Not only did they enliven the online classroom, but they also provided informative data on student learning. By not stopping the learning process when the activity was finished, the teachers took 'two steps' further, putting students' responses into a feedback loop to (1) engage the students in reflecting on their own learning and (2) examine teachers' own teaching with the subsequent adjustment of the learning materials and mode of delivery. The following shows the tools and strategies employed in the English classroom and how they made the learning process more complete.

Example 4: Tools and strategies tried



Based on the evidence shown in students' work, the teachers adjusted their pace or focus of teaching, consequently enhancing students' learning through an upward spiral. The following examples show extended learning activities that intrigue students, thereby unlocking their potential.

Example 5: A student giving an oral presentation as an extended task after finishing the course book unit



Example 6: Shaping the next step of teaching – Teacher assessed students' understanding from what students had written in the graphic organiser and then decided on what follow up activities should be assigned

18 p. 37\_Reading\_Part 2\_Assignment

Hong Kong in the 60's	Writer	Information: Facts and Features	What about you? What do children play nowadays?
Games children played	Joanne Wu	-hopscotch -hide-and-seeK -jumping games using 'ropes' made from rubber bands	-hopscotch -hide-and-seeK -jumping game
Toys children had	Marcus Tam	-stickers -home-made toys such as paper cars -a rickshaw made of metal -a teddy bear	-TV game -computer game -LEGO

If you could play a game without electronics, what kind of game would you like to play? Why? Please tell your teacher what game it is, and explain how you play it. Answer in about 5-10 sentences.

If I could play a game without electronics, I will play Toy. It is easy to play, all you have to do is build the blox altogether and make a dig toy. I like to play it because it is fun and easy to play. I can make a space ship and race cars, wish you like it to! 🚀

## 4. Item Analysis of Examination Results

Using item analysis as a means to judge the quality of the test items by examining the students' responses is a surprisingly effective tool.

It is common practice to think of tests and examinations as summative assessment activities which can be put aside after marks have been awarded. Assessment literate teachers do not do that. They flipped them into formative assessment by conducting data analysis, examining the question types and formats and weighting to find out why their students performed the way they did and shaping their next step of teaching. Data reveals facts. They help confirm or refute a general impression formed by reading the students' work. The teachers found that one of the most useful tools was item analysis. By analysing each test item, they learnt, to their surprise, that some of the questions were way above the standard of even the strongest students. The following slides show the analysis and the reflections made by the teachers.

Example 7: Data and item analysis of reading comprehension questions and teachers' reflections

### Item Analysis - Reading Comprehension Questions as examples (How many students got their answers correct? How may assessment link to teaching?)

**Passenger Guide – Departures:**

Welcome to the Hong Kong Airport!  
Before you **embark** on your amazing journey, there are a few steps that you need to follow.

**Step 1 – Check-in**

We offer a range of check-in **options** for travellers.

**Counter Check-in:**  
Enjoy **round-the-clock** check-in at both Terminal 1 and Terminal 2.

**Self Check-in:**  
Terminal 1 and Terminal 2 has more than 76 self check-in kiosks for convenient check-ins. Please contact **your** airline if **you** have any enquires.

1. Who should the travellers contact when they have problem concerning self check-ins? their airline

- Specific facts, quite straight forward
- Referencing skill required
- Hurdle: vocabulary: enquires; changing the pronoun from "you" to "their"
- **How many students got this correct?**

2. What does "round-the-clock" in line 7 mean? 24/7

- Vc
- At
- Hc
- Hc

3. Where can check-in services be found?

- Sp
- Gc

**Passenger Guide ( 14%)**

	Star 1	Star 2	Sun 1	Sun 2
13 – 14	7	1	0	0
11 – 12	8	5	2	0
9 – 10	4	5	2	0
7 – 8	5	5	0	3
5 – 6	4	7	4	2
3 – 4	0	1	3	6
1 – 2	1	0	4	6
0	0	0	4	5

First Term Exam (P.4)

### Item Analysis - Reading Comprehension Questions as examples (Failed to align with what the students had learnt, e.g., exam skills, authentic text)

**10 Tokyo Attractions Voted by Netizen**

**H – Shinjuku**  
A busy shopping **hub** for you to get whatever you want. It has some world-class shopping malls that you will not want to miss.

**I – Sushi Sho**  
One of the award-winning sushi restaurants in Tokyo. Come and indulge your **palate** with all types of fish!

**J – Tokyo**  
The National Museum of Tokyo houses more than 100,000 important works of Japanese, Chinese, and Indian art, including more than 100 national treasures.

Categories	Attractions
Nature Delight	4. Attraction: (C) 5. Attraction: (F)
Cultural Exploration	6. Attraction: (A)
Palate Paradise	
Shopping Spree	

**Tokyo Attractions (16%)**

	Star 1	Star 2	Sun 1	Sun 2
15 – 16	1	1	0	0
13 – 14	2	2	0	0
11 – 12	6	1	1	0
9 – 10	4	6	1	1
7 – 8	5	6	2	2
5 – 6	2	6	4	3
3 – 4	2	2	5	3
1 – 2	1	0	3	8
0	2	0	4	5

First Term Exam (P.4)

## Our Reflections

### We should

- Give students more opportunities to read authentic text (learning from the first reading passage);
- Enhance students' exam skills through practice (learning from the second reading passage);
- Help students learn from the mistakes they have made in the examination; and
- Teach students how to do revision.

### For the teachers,

- Link what I have learnt (theories) to practice, bridging the gap
- Help me the formulate the starting point of every lesson



## Actions Taken

Planning began after three workshops which were organised for the following audiences, (1) all teachers in the school, (2) English teachers and (3) heads of all subject panels. They were held respectively in late August and the last day of September 2019.

Three units, one from a reader and two from the course book, were chosen for collaborative lesson planning. In between collaborative planning sessions, meetings with the panel chair were held to discuss further enrichment activities for the teachers. The teachers were proactive and keen to learn more about formative assessment activities.

## Impact

For the teachers, becoming more assessment literate is perhaps the greatest gain from this project. 2019/20 was a difficult year due to the COVID-19 pandemic and school suspensions, making application of the strategies on online classes and internal dissemination across the panels barely possible. However, the teachers made extra efforts to experiment with their favourite activities and shared their discoveries with teachers of other subject panels. That is the reason why they think of this project as the starting point of a journey.

# 1. Student Level

Students rose to the challenge and liked getting involved in the extended activities such as oral presentations and written responses to the text they had read. Even with online lessons, they were engaged and participated in conversations with their teachers and classmates to reflect on their learning. The following showed how the teachers responded to students' requests.

Example 8: Peer evaluation as a first step of 'Assessment As Learning'

**Student A** 2 Jun  
I like the TED ED speech, because he made it quite funny so the audience will not get bored, he also tell the audience will know a life of a fireman

**Student B** 2 Jun  
I think one of the main things he's saying is "If you have something to do, don't wait to do it. Yes i do like his speech because it's funny and inspiring.

**Student C** 2 Jun  
I agree with Omar because if you have something to do, do it it dont wait

**Student D** 3 Jun  
i think he had made his speech in a special way so that people dont get bored hearing it

**Student E** 3 Jun  
I surely like the talk because the talker is funny and he is bald

**Relative pronouns or reading strategy?**

1st Relative pronouns

2nd reading strategy

Example 9: Teacher adjusting scheme of work in response to students' reflection: 'Assessment for Learning'

**20 Feb Lesson 5 Active and Passive Voice** 100 points

**Teacher B** 20 Feb

- Go through the power point video
- Watch the video
- Finish the google assessment

Active voice and passive voi... Video

y2mate.com - passive\_voice... Video

P.& Active and Passive Voice Google Forms

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**5 March Passive voice re-teach**

**Teacher B** 5 Mar

- Today's learning objective - Re-teach Passive Voice
- Watch video about the passive voice
- Finish Grammar workbook 12

Mar 10 Active voice and pas... Video

**6 class comments**

**Student A** 22 Feb  
It is very hard for me to truly understand all of these to be honest.

**Teacher A** 22 Feb  
Can you give an example that you don't understand?

**Student A** 24 Feb  
I don't know what's the differences between them

**Student B** 25 Feb  
when i was done with the google forms,i submitted it

**Student B** 25 Feb  
but in the your work section it says no work attached

**Teacher A** 28 Feb  
+s14013@cms.edu.hk Your google form answer will be sent to us, no need to attach anything in google classroom. Don't worry.

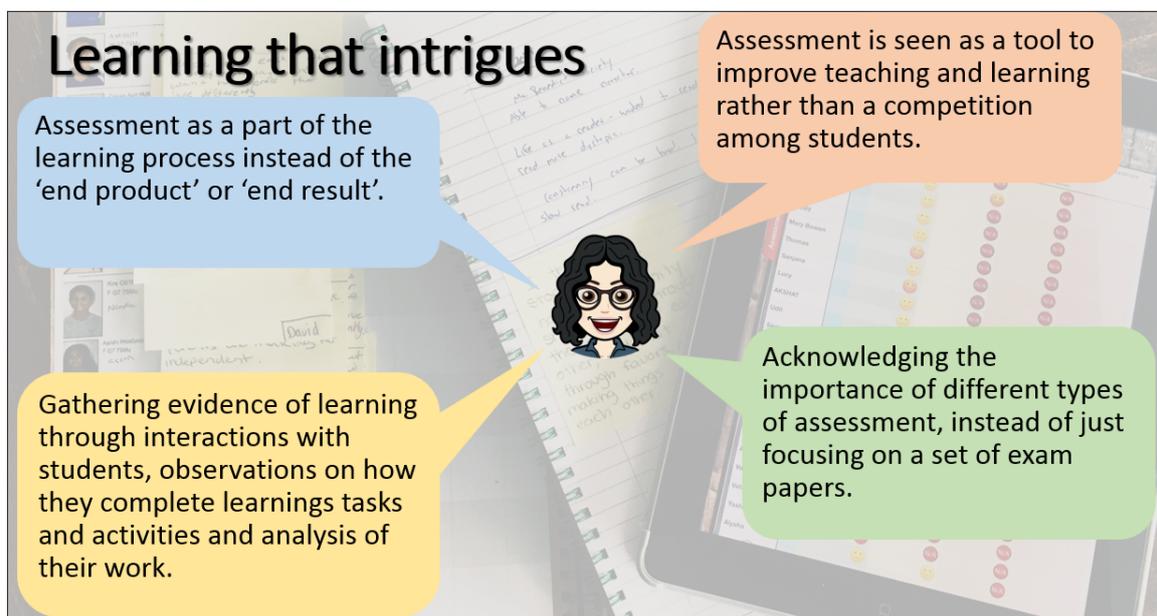
## 2. Teacher Level

The teachers were positive about the project. The following are items they found useful and inspiring: (a) formative assessment and the corresponding feedback to advance student learning; (b) data analysis of test/exam paper to connect the taught and assessed curriculum and (c) making formative assessment a regular classroom practice. More than a few of them were enthused by the collaborative lesson planning sessions and the materials and suggestions they generated.

Different teachers experimented with different strategies and shared with their colleagues during form level meetings. The following is a list of the strategies and activities they tried out in their classrooms: (a) giving immediate feedback on students' work and leaving meaningful comments for online classes, (b) using admit-slip and exit-card activities to assess students' learning, (c) using graphic organisers to help students understand the text structure, (d) connecting the learning materials to daily life experiences and (e) asking relevant high order thinking questions to generate meaningful discussions and develop students' cognitive ability.

The teachers were positive about the experience. They had a better understanding of the learning progress of individual students and learnt to use concrete evidence to inform whether adjustment of the teaching focus should be in place. They learnt from each other and were ready to try out different strategies and activities.

Example 10: Feedback from teachers



### 3. Curriculum Level

The participating teachers thought of changing the way of teaching readers and enriching students' learning with an extensive range of reading materials.

They were interested in data analysis and item analysis. After discussing the past papers, the teachers liked what they learnt. They made changes in the way they set exam questions in the first exam of this academic year. Starting with a blueprint, the exam setter made sure that the examination paper included the intended items, the right tools and test formats, some authentic materials and a few higher-order thinking questions. After the exam, they conducted item analysis to judge the quality of the paper and looked for ways to improve learning and teaching. They intend to make alignment of the written, taught and assessed curriculum a regular practice.

### 4. Departmental Level and School Level

'Assessment Literacy' is in the plan for teacher development produced by the English panel. It is hoped that the experience of the participating teachers can be replicated among English teachers who were not part of this project. Equipping teachers with the knowledge and skills of 'Assessment for Learning' and 'Assessment as Learning' is important for the teachers so that they can participate in the school's vision of developing the students into self-directed learners. To do that, students must be able to reflect on their own learning. 'Assessment as Learning' for the students is crucial.

The school welcomed the CEAL project. Assessment literate teachers are important for the realisation of the change of assessment mode in the near future. To allow students to develop their potentials to the full, the school is considering to replace the common practice of standardised tests with continuous assessment, which includes a variety of forms and formats. Assessment activities will be imbedded in the learning process. The new policy requires expertise in assessment literacy.

Table: Examples of forms and formats of assessment

Formats of Assessment					
More conventional, mostly pen-and-paper < -----			More on performance, process and product ----- >		
Multiple choice	Book report	Storytelling	Computer graphics	Instrumental performance	Learning journal
Fill-in-blanks	Proposal	Poetry recital / verse speaking	Video production	Promotion of an activity	Reciprocal teaching
Question and answer	Story writing	Role play	Photograph	Report with Multi-media	Self-evaluation
Labelling / Figural representation	Script writing (for a play)	Group discussion	Science experiment	Production of a play (drama)	Community service

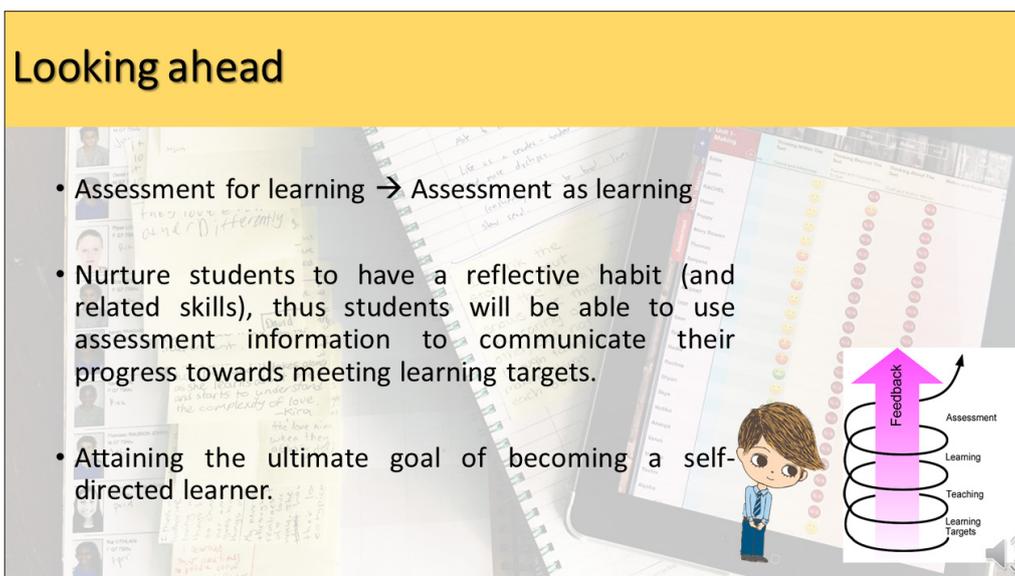
Elliott (1998). *Curriculum renewal: A case study*. ASCD.

## Way Forward

The participating teachers felt inspired by the project and considered what they did was just the starting point of a journey. Because of the COVID-19 pandemic, many of the strategies and activities were tried out in the online classes as experiments. Then the experiments were expanded to include teaching and provide opportunities for students to monitor and reflect on their own learning. The students' performance was encouraging and the teachers were delighted to see that some students began to 'think like a real learner'. The following slide summarises their plan for the next academic year.

### Looking ahead

- Assessment for learning → Assessment as learning
- Nurture students to have a reflective habit (and related skills), thus students will be able to use assessment information to communicate their progress towards meeting learning targets.
- Attaining the ultimate goal of becoming a self-directed learner.



If the readers are interested in learning more about assessment literacy, the following books are useful references.

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# Reforming Short Story Teaching and Assessment

## School

Sacred Heart Canossian School

## Background

Schools are beginning to create an assessment-as-learning culture by strengthening the alignment between assessment and the intended curriculum. Teachers are brushing up their skills in developing school-based curricula that prescribe the intended learning outcomes in parallel with the assessment methods so that students know exactly what to learn and how to demonstrate they have learnt it.

When creating an assessment instrument to evaluate if a learning outcome is achieved, the validity of the instrument must be considered (Hughes, 2003). The validity of an assessment is that the instrument ‘measures accurately what it is intended to measure’ (p.26). This article demonstrates how teachers of Sacred Heart Canossian School were guided to examine the validity of the assessment materials developed for the short-story reading curriculum and how they reacted to their discoveries.

## Level

Primary 5

## Strategies Used

With the aim of aligning assessment with the intended learning outcomes, the team of teachers implemented the following strategies:

- 1. Reviewing current teaching strategies and assessment practices relevant to the development focus**
- 2. Discussing the discrepancies between the current teaching and assessment practice and the intended curriculum**
- 3. Revising teaching, learning and assessment strategies at the same time**

## Actions Taken

The tables below illustrate the details of implementing the three strategies.

### I. Reviewing Current Teaching Strategies and Assessment Practices Relevant to the Development Focus

#### Action Steps

1. Recall the major learning and teaching activities for using short stories in the classroom
2. Analyze the question types and formats used in the teaching and assessment tools

#### Discovery

##### 1. Learning and Teaching Activities

- Teachers went through each chapter with the students by:
  - reading through the story with students
  - articulating the storyline in each chapter
  - teaching vocabulary
  - discussing scenes and character traits at the end of each chapter
- Teachers found it quite time-consuming to read through the chapters page by page, and the students, especially those with short attention spans, felt bored soon after a short while. They admitted that the book talks remained at a superficial level due to the limited lesson time, and the activities that helped students to read the story with appreciation and make self-to-text connection were limited.

##### 2. The Teaching and Assessment Tools

- The assessment tasks used for classroom and formative assessment purposes were targeting at training the students to elicit factual information that could be located through searching the texts. The questions were written in the text format. Picture questions were not common.
- The assessment tasks used for summative assessment purposes were written using four short-answer question formats: multiple-choice, sequencing, true or false, and blank-filling. The questions appeared to test the students' ability to memorize and recall facts and details, which were not the core skills the teachers intended to measure.

## II. Discussing the Discrepancies between the Current Teaching and Assessment Practice and the Intended Curriculum

### Action Steps

1. Revisit/recognise the objectives and intended learning outcomes of using short stories in the English classroom
2. Identify the language skills and the generic skills the students needed to acquire to read a short story
3. Discuss the discrepancies between the current teaching and assessment practice and the intended curriculum

### Discovery

#### 1. What the Existing Curriculum Achieved

- The existing curriculum enabled the students to gain the text-type and language knowledge of the following aspects to achieve the goals of internal and external assessments.

<input type="radio"/> Book Title	<input type="radio"/> Themes
<input type="radio"/> Author	<input type="radio"/> Points of View
<input type="radio"/> Illustrator	<input type="radio"/> Character
<input type="radio"/> Publisher	<input type="radio"/> Setting
<input type="radio"/> ISBN	<input type="radio"/> Plot
	<input type="radio"/> Conflict

#### 2. What was Required to Better Achieve the Intended Learning Outcomes

- As most of the students already performed very well in identifying the facts and details, the teachers would like to develop classroom assessment tasks that develop students' abilities to:
  - make text-to-self connection
  - perceive the purposes and beauty of selected writing techniques used in a short story, and apply them in their own writing
  - develop higher-order reading and thinking skills through discussing and commenting on the ideas, events and issues promoted in the story

## III. Revising Teaching, Learning and Assessment Strategies at the Same Time

### Action Steps

1. Formulate learning objectives and meaningful criteria to assess learning outcomes
2. Design appropriate assessment tasks for both formative and summative purposes to achieve intended learning outcomes
3. Implement the planned assessment tasks
4. Examine the impact of the implemented tasks on learning and teaching

## Examples of Revised Learning and Assessment Tasks

### Example 1: Pre-reading Task: My Sibling(s) and Me

This pre-reading task was specially added to the first lesson of using the storybook with the students. It aimed to increase students' interest in reading the story and help them make a connection with the book.

**Paste a photo taken with your sibling. Write a caption about it. Describe your sibling relationship using one / two adjective(s) and explain your choice of words.**



Answer one of the questions below:

- Our sibling relationship is \_\_\_\_\_ (adjective) because \_\_\_\_\_
- If you do not have a sibling, do you wish to have one? Why?  
\_\_\_\_\_

<b>Objective</b>	<ol style="list-style-type: none"> <li>1. To connect students to the theme</li> <li>2. To predict what the story is about using the title and pictorial clues</li> <li>3. To facilitate discussions</li> </ol>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Students brought a photo taken with sibling(s).</li> <li>2. Students wrote a caption about it.</li> <li>3. Students described their sibling relationship using one/two adjective and explain their choice of words.</li> <li>4. Students shared their views on having siblings among group mates.</li> <li>5. Teacher assigned students to look at the picture on the front cover and read the title aloud with them. Teacher then asked them what they might read about in the book.</li> </ol>
<b>Success Criteria</b>	<ol style="list-style-type: none"> <li>1. Students guessed the theme and made prediction about the story using the pictorial clues and their background knowledge and personal experience.</li> <li>2. Students demonstrated willingness to share their thoughts and ideas.</li> </ol>

## Example 2: Facts and Details Quick Quiz

The questions below were written to get the students to self-assess their understanding of the facts and details. The question types and formats varied to meet the classroom, school, and territory-wide assessment goals.

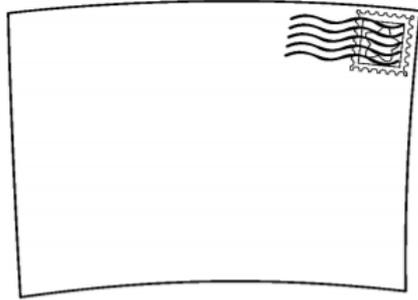
Most of the questions were Literal Questions, for which answers could be located directly from the text.

**Read the chapter 'Fifty-fifty'. Answer the questions to show your understanding.**

1. This chapter is written from The Pain's / The Great One's point of view. (circle the correct answer)
2. Read line 3 of p.6, 'But he shut his mouth and shook his head.' means
  - A. Jacob refused Abigail's offer to help.
  - B. Jacob accepted Abigail's offer to help.
3. Read line 2 of p.7. The word 'swallow' means
  - A. (noun) a small bird with pointed wings and a tail with two points that flies quickly and catches insects to eat as it flies
  - B. (verb) to cause food, drink, pills, etc. to move from your mouth into your stomach by using the muscles of your throat
4. Read line 10 of p.9, what does 'it' refer to?
  - A. the microscope
  - B. Jacob's tooth
  - C. the envelop
5. Circle the flap of the envelope.



6. What did Abigail write on the front of the envelope?



7. Read lines 3-7 of p.10, 'I didn't let it out of my sight for one minute. And now look -- you lose everything!' How did Abigail feel when she said the above line?

\_\_\_\_\_

<p><b>Objective</b></p>	<ol style="list-style-type: none"> <li>1. To self-check own understanding of story facts and details after first reading at home</li> <li>2. To check answers with peers and learn to justify own answers by stating the contextual clues</li> <li>3. To raise questions to solve discrepancies</li> </ol>
<p><b>Procedure</b></p>	<ol style="list-style-type: none"> <li>1. Teacher assigned students to read the chapter and complete the worksheet before the lesson.</li> <li>2. Teacher started the lesson by checking the answer of the first question in the worksheet with the students. Teacher demonstrated how answers could be elicited from a group mate and what students could do when they came across a different answer from theirs.</li> <li>3. Teachers assigned students to check the worksheet answers with their seatmates. Teachers encouraged students to raise questions to each other to solve discrepancies. Students should justify their answers by pointing out the contextual clues.</li> <li>4. Teacher put up useful expressions to remind students about the language they might use:             <ul style="list-style-type: none"> <li>• 'My answer is ... / not the same as yours. I think the answer is ... because it says ... here / in line ...'</li> <li>• 'I think my answer is wrong. How did you get yours?'</li> <li>• 'I don't think our answers are right. Let's ask the teacher.'</li> </ul> </li> <li>5. Teacher checked answers with students (focused on mainly the difficult ones).</li> </ol>
<p><b>Success Criteria</b></p>	<ol style="list-style-type: none"> <li>1. Students read the text and completed the worksheet.</li> <li>2. Students confirmed their understanding of facts and details by checking answers with group mates.</li> <li>3. Students justified their answers by pointing out the clues used.</li> <li>4. Students asked questions to resolve discrepancies.</li> </ol>

### Example 3: Higher-order Thinking Questions

The following inferential question was one of the questions used during the lesson to develop students' higher-order thinking skills. Answers needed to be interpreted from the character's speech or action in the story. The options were produced to stimulate the students to think. To avoid blind guesses, students were invited to explain their answers.

3a. Read lines 1-2 of p. 43. Abigail told Emily, " You can kiss him instead." And walked away. Why \* did Abigail say so and walked away?

A. Abigail thought Emily liked Lucas so she asked her to do so.

B. Abigail thought about what happened at the dinner table and wanted to get away from the troubles.

C. All of the above.

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3b. Explain your answer in 3a. \*

詳答文字

<b>Objective</b>	To study the character's speech and infer his intent and / thoughts																						
<b>Procedure</b>	<ol style="list-style-type: none"> <li>Students read the texts assigned before answering the questions.</li> <li>Teacher collected and analysed students' response using Online Forms.</li> </ol> <div data-bbox="403 1182 1362 1648"> <p><b>Reader WS Ch. 5 Chasing Lucas</b></p> <p>3a. Read lines 1-2 of p. 43. Abigail told Emily, " You can kiss him instead." And walked away. Why did Abigail say so and walked away?</p> <table border="1"> <caption>Student Responses for Question 3a</caption> <thead> <tr> <th>Option</th> <th>Number of Responses</th> </tr> </thead> <tbody> <tr> <td>A. Abigail thought Emily liked Lucas so she asked her to do so.</td> <td>9</td> </tr> <tr> <td>B. Abigail thought about what happened at the dinner table and wanted to get away from the troubles.</td> <td>12</td> </tr> <tr> <td>C. All of the above.</td> <td>7</td> </tr> </tbody> </table> </div> <div data-bbox="403 1666 1362 1966"> <p>3b. Explain your answers</p> <table border="1"> <tbody> <tr> <td>It's because Abigail doesn't want her brother, Jake sees her is kissing Lucas.</td> <td></td> </tr> <tr> <td>It's because Abigail doesn't want her brother sees her is kissing Lucas.</td> <td></td> </tr> <tr> <td>The book said.</td> <td></td> </tr> <tr> <td>Abigail thought about what happened at the dinner table and do not want to bully or make fun of Lucas.</td> <td></td> </tr> <tr> <td>Abigail said that and walked away because she thought Emily liked Lucas so she asked her do so.</td> <td></td> </tr> <tr> <td>Abigail told Emily, " You can kiss him instead."because Abigail don't want to kiss Lucas.</td> <td></td> </tr> <tr> <td>Abigail thought about what happened at the dinner table wanted to get away .</td> <td></td> </tr> </tbody> </table> </div>	Option	Number of Responses	A. Abigail thought Emily liked Lucas so she asked her to do so.	9	B. Abigail thought about what happened at the dinner table and wanted to get away from the troubles.	12	C. All of the above.	7	It's because Abigail doesn't want her brother, Jake sees her is kissing Lucas.		It's because Abigail doesn't want her brother sees her is kissing Lucas.		The book said.		Abigail thought about what happened at the dinner table and do not want to bully or make fun of Lucas.		Abigail said that and walked away because she thought Emily liked Lucas so she asked her do so.		Abigail told Emily, " You can kiss him instead."because Abigail don't want to kiss Lucas.		Abigail thought about what happened at the dinner table wanted to get away .	
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<p><b>Procedure</b></p>	<p>3. Teacher combined feedback and instruction - turning students' answers into teaching materials while giving feedback.</p> <p>4. Teachers guided students to obtain the right answers by demonstrating the 'thinking-aloud' process using the Speech-Cause-Effect organiser.</p> <table border="1" data-bbox="416 387 1409 992"> <thead> <tr> <th data-bbox="416 387 724 465">Speech</th> <th data-bbox="724 387 1066 465">Cause</th> <th data-bbox="1066 387 1409 465">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="416 465 724 992"> <ul style="list-style-type: none"> <li>• Jacob, " I know more. Want to hear"</li> </ul>  </td> <td data-bbox="724 465 1066 992"> <ul style="list-style-type: none"> <li>• Jacob interrupted Abigail's conversation with their parents. He was told to shut up.</li> <li>• He wanted his parents to know more about the girls-chasing-Lucas story. He thought that was funny</li> </ul> </td> <td data-bbox="1066 465 1409 992"> <ul style="list-style-type: none"> <li>• Abigail shouted at Jacob again, trying to stop him from going on disclosing the details about the girls-chasing-Lucas story.</li> </ul> </td> </tr> </tbody> </table>	Speech	Cause	Effect	<ul style="list-style-type: none"> <li>• Jacob, " I know more. Want to hear"</li> </ul> 	<ul style="list-style-type: none"> <li>• Jacob interrupted Abigail's conversation with their parents. He was told to shut up.</li> <li>• He wanted his parents to know more about the girls-chasing-Lucas story. He thought that was funny</li> </ul>	<ul style="list-style-type: none"> <li>• Abigail shouted at Jacob again, trying to stop him from going on disclosing the details about the girls-chasing-Lucas story.</li> </ul>
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<p><b>Success Criteria</b></p>	<ol style="list-style-type: none"> <li>1. Students reread the assigned text to infer the character's speech/ action.</li> <li>2. Students explained their answers (in writing).</li> <li>3. Students reviewed/ revised their answers according to teacher's feedback.</li> </ol>						

**Example 4: Mastering the ‘Show! Don’t Tell!’ Techniques**

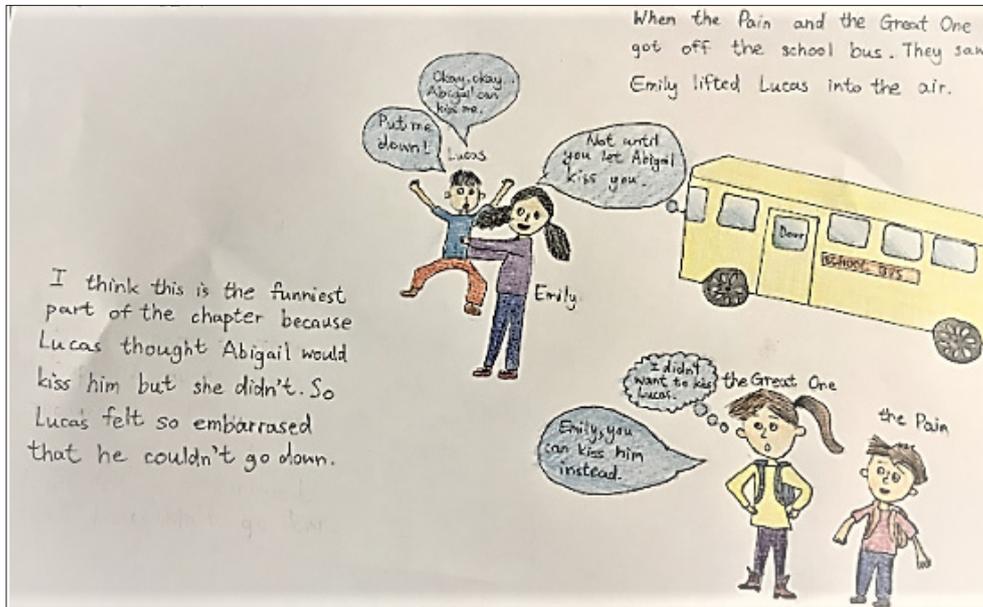
The ‘Show! Don’t Tell’ writing technique was explicitly taught to show students how to create a story that engages the reader’s imagination. Discussions were held to figure out the writer’s intentions to describe the characters’ actions in detail.

<b>Objective</b>	To learn how to write a more interesting story by 1. adding conversations to develop the characters; 2. applying the ‘Showing! Not Telling’ technique to create mental pictures in the reader’s mind.						
<b>Procedure</b>	<p>1. Teachers displayed the texts by which the writer reveals their characters through describing their actions. Teachers guided the students to visualize the text and compare the <i>Showing Sentences</i> with the <i>Telling Sentences</i> to feel the effects created.</p> <table border="1" data-bbox="437 775 1393 1014"> <thead> <tr> <th data-bbox="437 775 914 819"><b>Show</b></th> <th data-bbox="914 775 1393 819"><b>Tell</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="437 819 914 898">But he shut his mouth and shook his head.</td> <td data-bbox="914 819 1393 898">But Jacob did not like the offer.</td> </tr> <tr> <td data-bbox="437 898 914 1014">But the Pain just stood there smiling his dragon smile, holding his half of the loot.</td> <td data-bbox="914 898 1393 1014">The Pain won. He ended up getting just half of the loot.</td> </tr> </tbody> </table> <p>2. Students rewrote a <i>Showing Sentence</i> into a <i>Telling Sentence</i> and/or vice versa.</p>	<b>Show</b>	<b>Tell</b>	But he shut his mouth and shook his head.	But Jacob did not like the offer.	But the Pain just stood there smiling his dragon smile, holding his half of the loot.	The Pain won. He ended up getting just half of the loot.
<b>Show</b>	<b>Tell</b>						
But he shut his mouth and shook his head.	But Jacob did not like the offer.						
But the Pain just stood there smiling his dragon smile, holding his half of the loot.	The Pain won. He ended up getting just half of the loot.						
<b>Success Criteria</b>	<p>1. Students located other Showing Sentences in the story.</p> <p>2. Students applied the technique in story-writing assignments.</p>						

### Example 5: Drawing Assignments - Visualize the Text

The drawing assignments were assigned at the end of each chapter to encourage students to illustrate their favourite character or favourite scene of the story.

Student's work: 'My Favorite Part of the Chapter'



<p><b>Objective</b></p>	<ol style="list-style-type: none"> <li>1. To develop students' ability to visualize the texts</li> <li>2. To help students to get a sense of characters (how they look and act) and where the author is setting the story</li> </ol>
<p><b>Procedure</b></p>	<ol style="list-style-type: none"> <li>1. Teacher explained the purpose and the success criteria of the assignment.</li> <li>2. Teacher assigned students to             <ol style="list-style-type: none"> <li>i. reread the story and choose a part of the story that impresses/ interests them the most;</li> <li>ii. draw pictures to illustrate the scene(s);</li> <li>iii. use paper and pencil and do a rough draft;</li> <li>iv. color their illustration or simply outline it in ink.</li> </ol> </li> <li>3. Students wrote captions to explain their choice of favourite scene (or their illustration).</li> </ol>
<p><b>Success Criteria</b></p>	<ol style="list-style-type: none"> <li>1. Students displayed their visualization of the text via drawing.</li> <li>2. Students captured the crucial objects/details that remind the audience about the scene or understand the scene better.</li> <li>3. Students wrote captions to explain the selection of scene or to illustrate the text-to-self connection.</li> </ol>

## Impact

### **1. Student Level**

Students took part in the classroom assessment activities that offered them the opportunities to recognize the features of an engaging story and the significance of using them. They learned to identify the high-level story writing techniques, such as ‘Adding Dialogues’ and ‘Show! Don’t Tell’, used in the story followed by applying them to their own writing. Their assignments displayed pleasing improvement in both confidence and ability to comprehend and write a short story.

With the learning objectives and success criteria being explicitly conveyed, students were empowered to self-assess their own learning. They shared their learning output with their teachers and their classmates, providing information that could be used as feedback to improve learning and teaching. They themselves became one of the learning resources, contributing significantly to guiding their teachers to adjust their teaching plans to address their learning needs.

### **2. Teacher Level**

Teachers have realised that the clarity and appropriateness of learning targets builds a foundation of sound assessment practice. They gained knowledge about learning, teaching and assessment from the three designated workshops and developed the skills of evaluating the validity of assessment instruments through practice.

Teachers’ awareness of prioritising assessment design and practice to serve the purpose of promoting students’ learning was heightened. They designed assessment activities that enabled the teaching process to seek and interpret evidence of student learning. They also made a good attempt to use assessment data to improve learning and teaching.

### **3. Curriculum Level**

There is a clear direction for reconstructing the story-reading curriculum. Following the strategies for aligning assessment and intended learning outcomes, the P5 story teaching curriculum was reviewed and revised in order that the expected learning outcomes for the target story reading and writing skills were identified, taught and assessed accordingly. Improvements in content validity, item sequence, item clarity and difficulty level of internal assessments were observed.

#### 4. Departmental Level and School Level

The facilitation of teacher collaboration, peer observation and professional dialogues with regard to the features of both formative and summative assessments illustrated what being assessment literate entails and why teachers' assessment knowledge and competence are so important to student learning. The school and curriculum leaders were made aware that the development of assessment literacy should be viewed as a career-long learning process, which is ongoing, experiential and collaborative.

#### Way Forward

With the knowledge and skills gained, the curriculum leaders will lead their colleagues to reinforce good assessment practice in all contexts. They will continue to see learning target clarity and appropriateness as a foundation of sound assessment practice, and advocate for student involvement in their learning through the use of assessment as a learning and teaching strategy. They will also continue to share their experiences with other subject departments and the fellow CEAL schools.

#### References

Hughes, A. (2003). *Testing for language teachers* (2<sup>nd</sup> ed.). Cambridge University Press.



# Assessment Literacy: Building a Base for Developing Strategic Reading

## School

TWGHs Wong See Sum Primary School

## Background

Based on the recent assessment data analysis, P4 English teachers at TWGHs Wong See Sum Primary School arrived at the conclusion that improving students' reading proficiency is their first priority. In view of the fact that the current strategies, putting emphases on recognizing different text types, formats and comprehension, did not work as expected, teachers decided to strengthen students' reading through focusing on teaching reading skills and establishing a systematic school-based reading framework.

To achieve this strengthening, the teachers introduced a series of strategies to help the students develop target reading skills. All components in the teaching system - the curriculum and its intended outcomes, the teaching methods used and the assessment tasks - are aligned to each other. Through relevant learning activities, students were able to construct their learning and achieve the desired learning outcomes.

## Level

Primary 4

## Strategies Used

### **1. Establishing a Spiral Reading Framework to Align Teaching, Learning and Assessment**

Reading is the basis for success in all other skills. There are many ways teachers can prepare young children for reading at school. One of the keys to academic success is to scaffold their reading skills through a systematic reading curriculum.

According to Jerome Bruner (1960), regular re-visits of the same educational topics over the course of a student's education helps reinforce information over time and use prior knowledge to inform future learning. With such a staircase curriculum in mind, students are expected to learn the repeated experience of a concept over the course of a curriculum and develop the skills at each grade level with increasing depth, building on students' prior knowledge. It allows gradual mastery from one grade level to the next.

The spiral curriculum is beneficial for teachers as it emphasizes frequent formative assessment that can show them what students remember from prior teaching and help differentiate between who needs extra practice and who is ready to move on (Michael McGarvey, 2016).

In order to fully benefit from the spiral approach, teachers paid much attention to the alignment of learning, teaching and assessment when planning their school-based reading framework. They equipped students with simple reading skills to more complicated independent reading that requires the use of those skills by degrees, planned learning activities for students to apply what they have learned, and designed assessment to assess what students are learning accurately.

## **2. Using Formative Assessment to Guide Learning and Teaching**

According to Boston (2002), formative assessment is defined as the diagnostic use of assessment to provide feedback to teachers and students over the course of instruction. Data collected from formative assessments helps teachers to identify students' strengths and weaknesses. It then will assist the teacher to adjust or revise the lesson plan and give the students advice on how to improve their work (Van Rooyen & Prinsloo, 2003).

In the case of TWGHs Wong See Sum Primary School, formative assessment was purposefully directed toward the student. Rather than emphasising how to deliver information, the teacher focused on how well students understand it, and how they can apply it. So, teachers gathered information about their students' learning needs and used this information to make instructional adjustments.

### **Actions Taken**

The case reported here focuses on how a group of P4 English teachers at TWGHs Wong See Sum Primary School applied what they learned about assessment literacy to enhance reading skills of their students. The overall collaboration over the course of 10 months, from September 2019 to June 2020, are summarised below.

#### **1. Developing a School-based Reading Framework**

##### **a. A Reading Framework for P1 to P6**

A reading framework was developed to associate different reading skills with different year levels. For example, basic reading skills such as locating keywords and more demanding reading skills such as making inferences, have been assigned to P1 and Key Stage 2 levels respectively. The spiral approach has been adopted in the design of the reading framework, so students can recycle the skills to consolidate their understanding and apply them frequently in each key stage. The progressions in the framework set out the significant steps that students take as they develop their reading skills. It also allows the teachers to see where their students are and where they need to go.

The following table illustrates how teachers put the idea into practice. Based on this framework, P4 teaching team planned their reading syllabus with a focus on the skills assigned to their level. Their work will be shared in the following section.

### P1 to P6 Reading Framework

P1	P2	P3	P4	P5	P6	
Looking for keywords	Looking for keywords	Looking for keywords	Understanding the connection between ideas by identifying a range of cohesive devices	Understanding the connection between ideas by identifying a range of cohesive devices	Understanding the connection between ideas by identifying a range of cohesive devices	Locate info but needs to rephrase
	Understanding one's feelings *	Understanding one's feelings *	Scanning for specific info	Scanning for specific info	Scanning for specific info	Calculate time
	Answering questions with the word "NOT" *	Making a reference *	Identifying main ideas *	Skimming for gist	Skimming for gist	Referencing: it, do the same *
	Guessing the meanings of unfamiliar words *	Understanding the connection between ideas by identifying a small range of cohesive devices *	Guessing the meaning of unfamiliar words *	Guessing the meaning of unfamiliar words *	Guessing the meaning of unfamiliar words *	Find words to fill in the blanks
		Answering wh and how questions *	Making a prediction *	Making a prediction *	Making a prediction *	Main idea
			Onomatopoeia	Locating words in Eng dictionaries	Simile *	Guessing meaning of unfamiliar words *
				Sequencing events *	Making inferences *	Inferring meaning *
Other skills in supplementary book:						
	Looking for common features (has been covered)	Finding out the correct order (has been covered)	Making a reference	Understanding one's feelings	Making a reference	
	Making an inference (has been covered)	Understanding the same meaning in different words	Understanding the same meaning in different words	Making a reference	Getting information from charts	
	Looking for rhymes (has been covered)		Finding out the correct amount	Answering wh and how questions		

\* with reference to the supplementary book for students

## b. A Reading Framework for P4

To start planning the P4 framework, teachers first identified the features of various text types introduced in the textbook. Then they decided to cover certain chapters of the book that match the target reading skills listed on their reading framework, for example, teaching guessing the meaning of unfamiliar words in Book 4A Chapters 2, 3, 7 and Book 4B Chapter 3 and 7. In addition, they assigned relevant exercises in the supplementary book to students as homework and holiday assignment to align learning, teaching and assessment strategically.

It is also worth mentioning that the framework allows flexibility. ‘Sequencing events’, a skill to be taught in P5, is included in the framework because teachers think that it is more suitable for teaching the passage in Book 4B Chapter 2 which shows steps in finding a treasure. Teachers also believe that it serves as an introduction to pre-P5 reading skills.

The P4 English reading framework below shows the way in which teachers were guided towards content, following the direction of the department’s overall curriculum development.

Primary 4 English – Reading Framework
<b>1. Reading Skills Progression</b>
<ul style="list-style-type: none"><li>• Skills assessed in TSA:<ul style="list-style-type: none"><li>○ Understanding the connection between ideas by identifying a range of cohesive devices</li><li>○ Scanning for specific information</li><li>○ Identifying main ideas (Supplementary Book)</li><li>○ Guessing the meaning of unfamiliar words (Supplementary Book)</li><li>○ Making a prediction (Supplementary Book)</li><li>○ Onomatopoeia</li><li>○ Sequencing events (Pre-P5)</li></ul></li> <li>• Other skills in supplementary book:<ul style="list-style-type: none"><li>○ Making a reference (Understanding the connection between ideas)</li><li>○ Understanding the same meaning in different words</li><li>○ Finding out the correct amount (Scanning for specific information)</li></ul></li></ul>

<b>2. Reading Skills Map</b>		
<b>Syllabus / Curriculum</b>	<b>Target Reading Skills</b>	<b>Reference book (Exercises)</b>
<b>Book 4A</b>		
Ch. 1	<ul style="list-style-type: none"> <li>Understanding the connection between ideas by identifying a range of cohesive devices (and, but, when, after)</li> <li>Scanning for specific information</li> </ul>	<ul style="list-style-type: none"> <li>4A Unit 1, 2</li> <li>4B Unit 9</li> </ul>
Ch. 2	<ul style="list-style-type: none"> <li>Identifying main ideas</li> <li>Guessing the meaning of unfamiliar words (by picture clues)</li> </ul>	<ul style="list-style-type: none"> <li>4A Unit 9</li> <li>4A Unit 5 (by words nearby only)</li> </ul>
Ch. 3	<ul style="list-style-type: none"> <li>Onomatopoeia</li> <li>Guessing the meaning of unfamiliar words (by picture clues and words nearby)</li> </ul>	<ul style="list-style-type: none"> <li>4A Unit 6 (by words nearby only)</li> <li>(- Extra WS needed)</li> </ul>
Ch. 4	<ul style="list-style-type: none"> <li>Making a prediction</li> <li>Onomatopoeia (Brief)</li> </ul>	<ul style="list-style-type: none"> <li>4B Unit 1</li> <li>(- Extra WS needed)</li> </ul>
Ch. 5	<ul style="list-style-type: none"> <li>Identifying main ideas</li> <li>Making a prediction</li> </ul>	<ul style="list-style-type: none"> <li>4A Unit 10</li> <li>4B Unit 2</li> </ul>
Ch. 6	<ul style="list-style-type: none"> <li>Understanding the connection between ideas by identifying a range of cohesive devices (before, then, but, so, and, when, because)</li> <li>Identifying main ideas</li> </ul>	<ul style="list-style-type: none"> <li>4A Unit 3, 4</li> <li>4A Unit 11</li> </ul>
Ch. 7	<ul style="list-style-type: none"> <li>Onomatopoeia</li> <li>Guessing the meaning of unfamiliar words (by picture clues)</li> </ul>	<ul style="list-style-type: none"> <li>4A Unit 7 (by words nearby only)</li> <li>(- Extra WS needed)</li> </ul>
<b>Book 4B</b>		
Ch. 1	<ul style="list-style-type: none"> <li>Making a prediction</li> </ul>	<ul style="list-style-type: none"> <li>4B Unit 3</li> </ul>
Ch. 2	<ul style="list-style-type: none"> <li>Sequencing events</li> </ul>	(- Extra WS needed)
Ch. 3	<ul style="list-style-type: none"> <li>Scanning for specific information</li> <li>Guessing the meaning of unfamiliar words (by picture clues)</li> </ul>	<ul style="list-style-type: none"> <li>4B Unit 10</li> <li>4A Unit 8 (by words nearby only)</li> </ul>
Ch. 4	<ul style="list-style-type: none"> <li>Scanning for specific information</li> <li>Identifying main ideas</li> </ul>	<ul style="list-style-type: none"> <li>4B Unit 11</li> <li>4A Unit 12</li> </ul>
Ch. 5	<ul style="list-style-type: none"> <li>Scanning for specific information</li> <li>Identifying main ideas</li> </ul>	<ul style="list-style-type: none"> <li>4B Unit 12</li> <li>4A Assessment</li> </ul>
Ch. 6	<ul style="list-style-type: none"> <li>Scanning for specific information</li> <li>Making a prediction</li> </ul>	<ul style="list-style-type: none"> <li>4B Unit 4</li> <li>(- Extra WS needed)</li> </ul>
Ch. 7	<ul style="list-style-type: none"> <li>Scanning for specific information</li> <li>Guessing the meaning of unfamiliar words (by picture clues)</li> </ul>	<ul style="list-style-type: none"> <li>4B Assessment</li> <li>(- Extra WS needed)</li> </ul>
<i>#Remarks: 4B Unit 5, 6, 7 (To be assigned as holiday homework for extended-learning/revision of 'guessing unfamiliar words')</i>		

### c. Revised Assessment Blueprint

In order to better align learning objectives and assessments, the reading part of the assessment blueprint was revised. It acts as a guide for teachers to construct test and examination paper, ensuring it gives appropriate emphasis on the target reading skills covered in the framework. Specific reading skills to be assessed were laid out with corresponding questions. It not only guides instructional activities by confirming in advance the knowledge teachers are planning to assess, but also helps students make their learning targets clear. In addition, such an approach facilitates a more systematic analysis of students' performance and enables a strategic plan of follow-up work.

The following table is an excerpt of the first P4 summative assessment blueprint which clearly points out the four reading skills to be assessed in term one. The discussion of the teaching of reading strategy 'Guessing word meaning from word/picture clues' in the next section, further demonstrates how learning, teaching and assessment are aligned.

TWGHs WONG SEE SUM PRIMARY SCHOOL						
Summative Assessment Task Blueprint (Primary 3-6)						
Primary 4		Summative Assessment <u>1</u>		Semester <u>1</u> , 2019-2020		
Paper Setter: _____		Units to be assessed: <u>Book 4A: Ch.1, 5, 6 &amp; 7</u>				
(Specify Book A or B)						
Weighting Table:						
Text type: <b>a blog</b>						
Part 3	Reading Strategy	Question Type	Question No (in order from smallest to largest)	No of items	Marks per item	Total Marks
	1. Locating specific information	MC	1	3	1	4
		MC	2		1	
		LQ	7		2	
	2. Constructing meaning from the text	MC	3	1	1	1
	3. Guessing word meaning from word/picture clues	MC	4	3	1	3
		MC	5		1	
		MC	6		1	
	4. Identifying meaning of specific words or expressions (cloze passage)	FB	8	1	2	2
				<b>Total number of items:</b>	8	<b>Total marks of this part:</b>

\*Question Types:  
MC, T/F, Sequencing (S), Matching (Mat), Fill in the blanks (FB), Short questions (SQ), Long questions (LQ)

\*Marks: 1 -2 marks/short item (e.g., MC, T/F, matching, fill in the blanks)  
2 -3 marks/long Q; (carry more marks than short items)

Long Q mark allocation: if meaning is correct, that answer should be given at least 60%

As the reader may notice, the school-based reading framework not only structures a variety of strategies for students to develop their ability of constructing meaning, but also to unite and connect learning activities and assessments, making educational experiences more effective. Being given the support mentioned, students will gradually be able to select and use the strategies automatically and make improvement in their reading.

## **2. Planning a Lesson with a Focus on Formative Assessment: Guessing Word Meaning from Word/ Picture Clues**

Aiming at improving students' achievement of the intended learning outcomes, a sequence of formative assessments was used in and beyond the classroom. The process provided assessment-based feedback to adjust ongoing learning and teaching.

### **a. Pre-test (Reading Practice Worksheet)**

A non-graded Pre-test was taken before the lesson to give teachers an idea of what the students may already know and what they need more instruction on. It allowed teachers to better anticipate problems that might arise and served as a unit introduction for students, giving them a preview of what to expect from the new unit, resulting in improved course performance.

The design of the Pre-test was based on the final assessment in mind. Students were asked to complete a pre-assessment worksheet in multiple choice format. Some pictures and more challenging words were given in the text for assessing students' prior knowledge and reading skills - using picture clues and words nearby to tackle unknown words.

Taking the pre-test below as a formative assessment, it tells the students where they are in terms of the standard and where they need to be. Thus, students were given the results and presented with new strategies to help them learn the target reading skills. Since the results data showed that the majority of our students lacked a solid foundation of this word attack skill, a data-driven decision was made: a double lesson would be arranged for the topic and more detailed instructions would be given.

Reading Practice Worksheet

Name: \_\_\_\_\_ ( ) P. 4 \_\_\_ Date: \_\_\_\_\_

Read the letter and answer the questions.

1 Hi Jason,  
2 Last Saturday, my parents and I came to the U.S.A. for a holiday.  
3 The weather was very windy. There was a big hurricane after we came here.



4 Some streets were flooded with water from the sea. But the water was  
5 murky. We could not see the things in the water. We stayed in the hotel.

6 The next morning, we looked out of the window. The wind blew away the roofs of some houses.  
7 Many houses were not covered and many trees fell on the ground. Some cars were  
8 damaged and could not move. I took some photos. You can see how sad it was.  
9

Susan



Read the questions carefully and circle the correct answers.

1. What is the weather during a hurricane?  
A. hot and sunny B. cool and cloudy C. windy and rainy D. cold and foggy
2. What does "flooded" in Line 4 mean?  
A. jammed with cars B. crowded with people C. paved with sand D. filled with a lot of water
3. What does "murky" in Line 5 mean?  
A. clean and clear B. black and dirty C. fresh and blue D. salty and dangerous
4. What is a roof?  
A. the top covering of a house B. the ground of a house C. the wall of a house D. the door of a house
5. What does "damaged" in Line 8 mean?  
A. make something good B. make something new C. make something worse (bad) D. make something clean

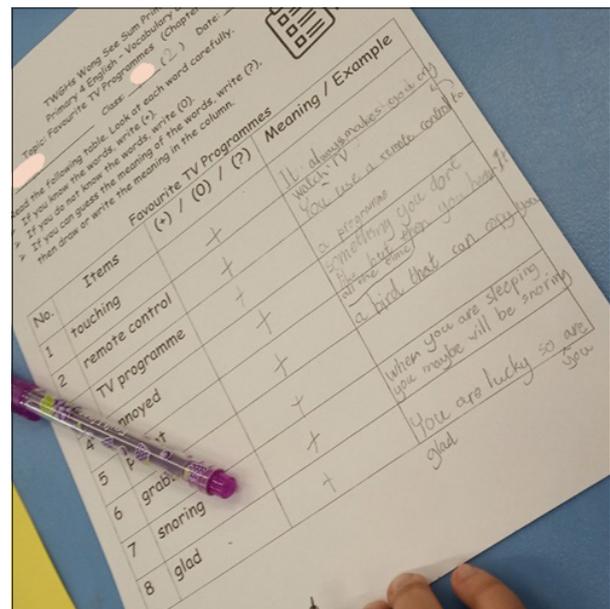
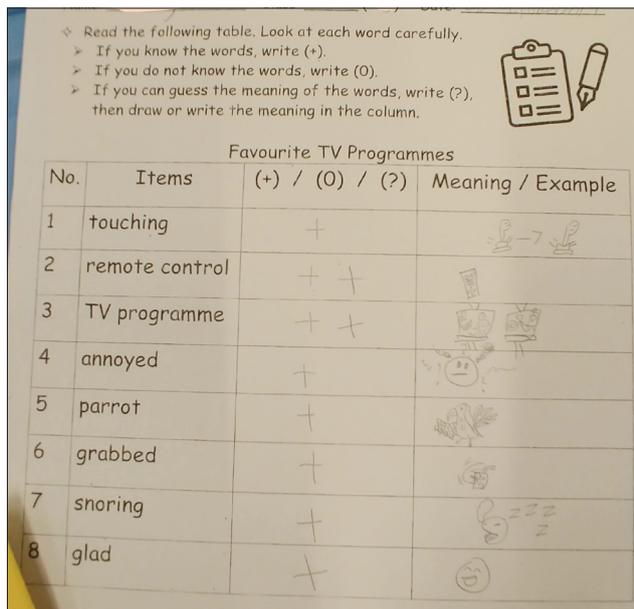
## b. Vocabulary Inventory

A student self-assessment in the form of a vocabulary checklist was implemented at the beginning of the lesson before learning the new skills. Students were shown the target vocabulary of a text about TV-watching to be guessed and were required to indicate if they knew the meaning of those words. Students tried to guess the meaning of the unknown words without any contextual clues. They could either write the meaning or draw a picture to explain the unknown word.

This activity allows teachers and students to gain an understanding of not only how many words in the chapter students understand, but also the degree to which they can comprehend and apply each word. Students' self-report enables teachers to inform their instruction. As for students, it helps arouse their awareness of self-assessment, activate their prior knowledge and build their 'vocabulary ownership'.

Primary 4 English – Vocabulary Checklist (Favourite TV Programmes)			
✦ Read the following table. Look at each word carefully. <ul style="list-style-type: none"> <li>➤ If you know the words, write (+).</li> <li>➤ If you do not know the words, write (0).</li> <li>➤ If you can guess the meaning of the words, write (?), then draw or write the meaning in the column.</li> </ul>			
No.	Items	(+) / (0) / (?)	Meaning / Example
1	touching		
2	remote control		
3	TV programme		
4	annoyed		
5	parrot		
6	grabbed		
7	snoring		
8	glad		

Students' work provided immediate feedback to the teacher and students. It helps inform teacher instruction and prepare students for the upcoming activities.



### c. Group Work and Individual Work Worksheet

After introducing the ‘Building Word Attack Strategies’ and demonstrating how to connect the picture clues and explanation clues with the unknown words, students were placed in groups to work out the meaning of another two unknown words, using the skills they have just learned. Teachers moved around the classroom, listened to various discussions and provided feedback. After that, students had to finish the last two unknown words unaided.

Working with others before working on their own leads students toward mastery. The group activity was part of the learning that offers both teachers and students an opportunity to gain valuable insight into levels of understanding. The individual assessment that follows was most useful as feedback, in the form of a brief comment and answer checking, was given to students. By varying the type of assessment, teachers can get a more accurate picture of what students know and understand. So, teachers are recommended to use at least one formative assessment daily to enable them to evaluate and assess the quality of the learning in the classroom.

The worksheet below was used for the activity and matched well with this idea.

**Primary 4 English – Group work and Individual work Worksheet**  
**Topic: Favourite TV Programmes (Chapter 7 of Book 4A)**

- ❖ Read pages 2, 3, 4 of the text.
- ❖ Guess the meaning of the following words:

<u>Words</u>	<u>Meaning</u> (Draw or write about it)	<u>How we guessed (Strategy)</u> (Using pictures / Using words nearby)
e.g., TV programme		using pictures
annoyed		<b>Teacher's demonstration</b>
parrot		
grabbed		<b>Group work</b>
snoring		
glad		<b>Individual work</b>

#### d. Exit Ticket

At the end of the lesson, students were asked to fill in an exit ticket. The purpose was to let students reflect on what they had learned in the lesson and for teachers to track students' understanding and progress by collecting instant data. The teacher was told, by the sample student work below, which student could understand what had just been learned and which student needed more help.

The exit ticket is one of the easiest and most effective formative assessments. Having students write their names and answers to summarise their own understanding immediately after a specific learning experience, allows teachers to read the responses, sort them into groups (e.g., who can apply the skill, who need re-learning) in just a few minutes. Then they can use the data to inform subsequent instruction.

## - Exit Ticket -

**Name:** \_\_\_\_\_ ( ) **P.4** ( )      **Date:** \_\_\_\_\_

### Chapter 7 - Favourite TV Programmes

**Write the numbers (2-4) in the boxes to put the steps in the correct order.**

Steps of reading	Order
Read the sentence again to see if your guess is right.	
Start reading the sentence.	<b>1</b>
Look at the <u>pictures</u> and the <u>words nearby</u> to guess the meaning of the word you don't know.	
Stop at the word you don't know.	

❖ **What skills have you used to read?**    1. \_\_\_\_\_  
**(Find your answers on the blackboard)**    2. \_\_\_\_\_

## - Exit Ticket -

**Name:** \_\_\_\_\_ ( ) **P.4** ( )      **Date:** 28<sup>th</sup>

### Chapter 7 - Favourite TV Programmes

**Write the numbers (2-4) in the boxes to put the steps in the correct order.**

Steps of reading	Order
Read the sentence again to see if your guess is right.	4
Start reading the sentence.	1
Look at the <u>pictures</u> and the <u>words nearby</u> to guess the meaning of the word you don't know.	3
Stop at the word you don't know.	2

❖ **What skills have you used to read?**    1. Using pictures  
**(Find your answers on the blackboard)**    2. Using words nearby

## e. Supplementary Worksheet

Activities used with textbooks help students practice what they are learning, while supplementary materials help students work with the content and arouse their interest. A worksheet is one good example of this. In order to reinforce learning and check students' understanding, a supplementary homework worksheet was given to students to facilitate mastery of the taught skill in another context.

The supplementary worksheet below was used as supplements to help students learn textbook information in a different way. The well-chosen topic and well-designed questions drew students' interest and helped construct knowledge. This piece of homework was used formatively as it was specifically assigned for practice of the newly learned reading skills. Additionally, specific and timely feedback, verbally, was given to students. Through this practice, students worked to improve their skills before undertaking the summative assessment.

TWGHs Wong See Sum Primary School  
Primary 4 English - Supplementary Worksheet (Reading)  
Topic: Favourite TV Programmes (Chapter 7 of Book 4A)

Name: \_\_\_\_\_ Class: \_\_\_\_\_ ( ) Date: \_\_\_\_\_

**Read the text and guess the meanings of the underlined words.**

2	Hi, everyone! We are Nathan and Alton. We are <u>twins</u> . We both look the same. When we were babies, our hair styles were	
4	different. Nathan had <u>spiky</u> hair. He looked funny!	
5		Our favourite hobby is doing <u>karate</u> . It is exciting. We wear Karategi when we do karate every Saturday. Karatigi is the white karate uniform.
9	We have <u>various</u> colours for the obi to show our karate skills, for example, white, yellow and orange. White obi is the first level. Black obi is the highest level.	
13	 Sandy is our <u>instructor</u> . She is a friendly teacher. She teaches us to be good sports players. We enjoy doing karate.	

P.1

Use picture-clue and words nearby to answer the following questions (Q1-5). Blacken the circle ● next to the correct answer.

1. What does “twins” in Line 2 mean?
- A. Nathan and Alton are classmates.
  - B. Nathan and Alton are friends.
  - C. Nathan and Alton are brothers.
  - D. Nathan and Alton are cousins.

2. What does “spiky” in Line 4 mean?

<input type="radio"/> A. 	<input type="radio"/> B. 
<input type="radio"/> C. 	<input type="radio"/> D. 

3. What does “karate” in Line 5 mean?
- A. a kind of dancing
  - B. a kind of ball games
  - C. a kind of martial arts
  - D. a kind of music
4. What does “various” in Line 9 mean?
- A. little
  - B. big
  - C. same
  - D. different
5. What does “instructor” in Line 13 mean?
- A. a teacher
  - B. a helper
  - C. a child
  - D. a student

#### f. Adapting a Summative Assessment (Post-test – Reading & Writing Summative Assessment) for Formative Use

A summative assessment to assess students’ understanding of all target reading skills in term one was designed. As shown in the paper on the following pages, questions four, five and six in Part three of the reading paper were intentionally set to test the skills ‘finding the meaning of unknown words with picture and word clues’.

Due to the insignificant improvement of students’ performance reflected in the results analysis, teachers went through the three questions with students in detail, allotting enough time for teacher feedback and for students to get help.

**Ivy is reading a blog on the Internet.**  
Read the text below and answer the questions.

Welcome
\_ □ ×

File Edit View Go Favourites Help

Address http://www.blogworld.com/sandy\_chan

## Sandy's Blog

11th April 2019

My Friends
My Toys
My Childhood

My name is Sandy. I am nine years old. I am in Class 4H at Sunset Primary School in Australia. I live with my little sister and my parents. Five years ago, I lived with my grandma only in Hong Kong. She loves me very much.



My grandma told me I was fat when I was a baby. I always look at my baby photos. I was cute because I had no clothes on my body but only a white diaper.

5

When I was three years old, I did not need to wear a diaper anymore. I could go to the toilet by myself. Grandma took a photo for me!



10

I could not take a bath by myself when I was four years old. When I was dirty, my Grandma helped me clean my body with warm water in the bath tub. She put some soap on my head and made a lot of bubbles. I liked putting my toy duck in the bubbles.

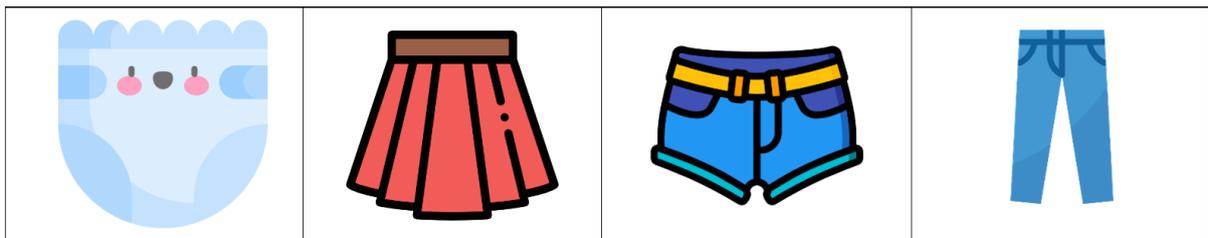


15

I like wearing lovely pyjamas when I sleep. I could put on my pyjamas by myself when I was five. There were many buttons on my pyjamas. I could do up all the buttons on my pyjamas. I told my mother my teddy bear helped me to do up the buttons. She said "thank you" to it and kissed it.

20

4. Read line 6 to line 10. What does diaper mean?



A.

B.

C.

D.

5. Read line 12 to line 14. What will mum ask the boy in this picture to do??

- A. take a bath
- B. wear a hat
- C. put some soap on your head
- D. made a lot of bubbles



6. Read line 16 to line 19. What do pyjamas mean?



- A.
- B.
- C.
- D.

In addition to providing feedback, teachers decided to further review and reinforce the skills in other chapters during school suspension, hoping to keep students on course and facilitate their application of the skills on different topics.

In the online lessons, in-lesson formative assessments like polling and quizzes, were used to evaluate student performance and give instant feedback by teachers. As teachers observed, students showed more confidence and familiarity with the taught skills. Some of them could illustrate how they found the meaning of unknown vocabulary in their own words.

**Live lesson (2/5) - Learning Objectives**

In this reading lesson, we are learning to ...

1. **guess** the meaning of **unfamiliar words** by **word clues** and **picture clues**
2. **make a prediction** for a **story ending** by **story flow**



## Three Sneaky Students



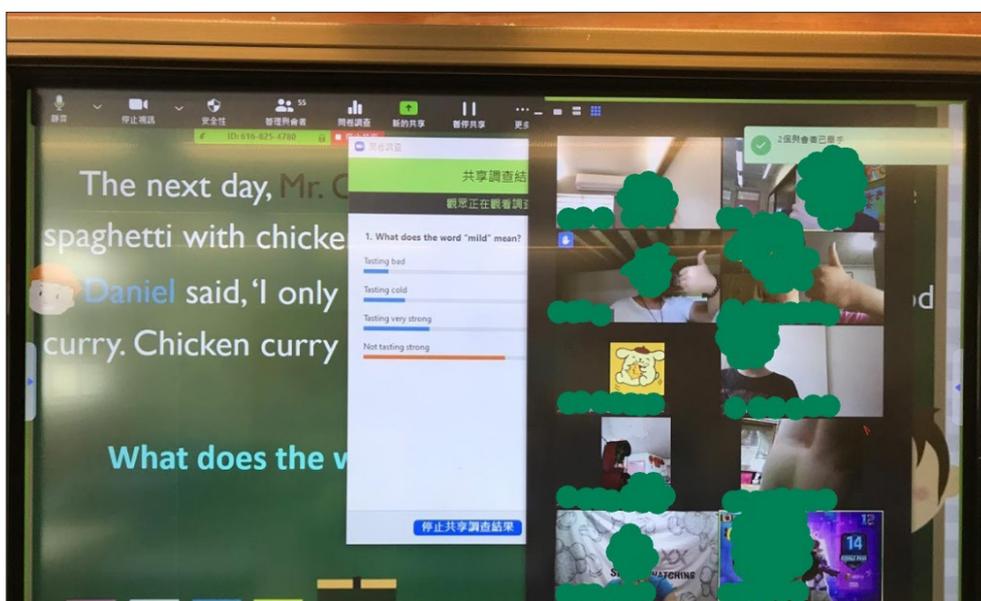
The three sneaky students were hungry. They were sneaking in the teachers' **pantry** at recess again.

What does the word "**pantry**" mean?

What clue(s) can you find to help you guess the meaning?

picture & words nearby



The next day, Mr. C spaghetti with chick Daniel said, 'I only curry. Chicken curry

What does the v

1. What does the word "mild" mean?

- Testing bad
- Testing cold
- Testing very strong
- Not tasting strong

停止共享調查結果

It was demonstrated that in addition to evaluating student learning at the end of a unit, summative assessment could also help improve student future performance if the skills acquired from learning are well used.

## Impact

### 1. Student Level

Varied positive effects of assessment literacy on students have been noticed. Based on teacher observation, students have become more dedicated to assessing their own prior knowledge before learning a specific topic and skill. Since new learning is constructed on prior knowledge, connecting new information to students' prior understanding can help students to recall and use what teachers teach.

Students have also fostered a habit of self-directed learning. Signs of their readiness like being self-disciplined and able to communicate effectively could be seen in individual work and group activities respectively. In addition, students have got more involved in self- and peer-evaluation. It is believed that students' experiences gained in classroom lessons formed the base of their active participation in the online forum. Students have shown that they were more willing and able to give and accept constructive feedback from peers.

## **2. Teacher Level**

The effects of assessment literacy on teachers are obvious. Teachers have developed a higher awareness of alignment between learning, teaching and assessments. This can be confirmed by their teaching plan for Chapter 7 in which the learning activities and assessment tasks for using picture clues and word clues to guess the meaning of unfamiliar words were closely linked with each other. A set of interrelated tasks like the pre-test, vocabulary inventory, worksheet, exit ticket and post-test were given to students, leading students to achieve the desired outcomes step by step.

Teachers have also paid extra attention to different forms of data analysis. All of them agreed that making use of the item analysis reports in formative assessments and summative assessments did help teachers better understand students' learning needs in a more systematic and objective way. Furthermore, teachers have directed evidence-based actions to improve teaching and assessment-setting design. Having provided adaptive follow-ups for aiding struggling students to fill learning gaps is a case in point.

## **3. Curriculum Level**

At the curriculum level, the capacity for assessment literacy of the Panel Head has been strengthened. Other than making more appropriate decisions about which tests to use to gain insight into students' learning progress, the Panel Head has also tried to employ the results of such tests to evaluate the effectiveness of the assessment design.

Having developed a school-based reading framework is a significant change. With the intention to clarify the reading skills that students need in the future, this structured plan helps scaffold student confidence and ability in reading at different stages. Most importantly, it gives teachers very explicit directions what and when to teach.

## **4. Departmental Level and School Level**

The culture of assessment-informed decision making has extended beyond the English Language Panel. For example, the Chinese Language Panel appreciates the need for trials on new data analysis practice. Teachers recognize that visualized data provide an accessible way to see and understand trends and patterns of student performance in examinations. Besides, teachers have become more aware of student self-assessment. The introduction of exit ticket and self-evaluation form offer opportunities for students to evaluate their own performance and make adjustments with clear learning goals and criteria.

## Way Forward

In addition to enhancing learning and teaching through constructive alignment, teachers recognise the importance of using student achievement data to support instructional decision making. The current practice of item analysis in reading will be extended to domain analysis in writing and speaking. Students' performance in the two papers will be studied in more specific ways. The three domains in the marking guidelines of writing (content, organization, style and accuracy) and speaking (speaking skills, content and presentation) will be analysed separately. 'To let the data speak' will help inform teachers of what students can currently do and what skills need to be further developed.

Another focus of development is to explore the idea of using assessment data to evaluate if an assessment is well designed or not. One criterion of a good assessment is high passing rate but low success rate at the excellent level. This could be revealed in the graphic analysis of students' data by studying their results at different levels. Such presentation of data suggests if there is a problem with the assessment design or teaching effectiveness. Assessment literate teachers not only can perceive, analyse and use data on student performance to improve teaching, but also can improve programme planning and implementation by looking at the same data from various perspectives.

In the belief that assessment literacy plays a key role in improving the quality of education, enhancing assessment literacy of teachers will be continuing as one of the major concerns of the English Language Panel.

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## Multisensory Formative Assessment Classroom Activities

### School

Yan Oi Tong Tin Ka Ping Primary School

### Background

Yan Oi Tong Tin Ka Ping Primary School is located in Tseung Kwan O. Students are in general willing to learn. Their English language skills vary. The English Language Panel is eager to explore and collaboratively try out strategies to help students learn better.

Needs analysis by the English Language Panel was conducted at the beginning of the collaboration. Findings, which support teachers' observation, show that students are weak in vocabulary.

Rather than having an ambitious target of improving students' vocabulary building skills, the panel decided to have the target narrowed down to students' weakness in spelling. It was agreed upon that the more specific the target set is, the easier it is to determine the learning focus and the corresponding implementation details.

With the goal of improving students' spelling, teachers at Yan Oi Tong Tin Ka Ping Primary School decided to explore how the learning of decoding skills could help students with their spelling. Teachers of P4 decided to co-develop some strategies and work on an aligned syllabus of vocabulary across the classes in the same form level.

Another goal set was to enhance the quality of feedback. Teachers wanted to obtain information about effectiveness of learning and teaching in order to give more specific feedback to students. The use of strategies to strengthen the learning-teaching-assessment alignment became part of the collaboration plan.

Based on the agreed design strategies, teachers designed formative assessment classroom activities and learning practices in order to provide more specific feedback.

### Level

Primary 4

## Strategies Used

### 1. Needs Analysis

A needs analysis was conducted prior to the commencement of the collaboration to determine the target area for improvement on learning and teaching.

School documents, which include internal and external assessment paper and reports, were collected. Findings were shared with the panel and formed the focus area used to develop learning and teaching practices of the English Language Panel.

See *Appendix 1* for the list of documents collected from the school for needs analysis purposes.

### 2. Multisensory Learning Activities as Formative Assessment Classroom Tasks

Multisensory learning activities as formative assessment classroom tasks were used to provide specific feedback to improve learning and teaching. Learning and teaching materials were then designed to build up decoding skills.

The activities were conducted in two sessions:

Goals of Session 1:

- a. Confidence building to try out decoding skills to motivate learning
- b. Students are able to:
  - discover how vowels make up the sound/syllables of a word
  - recognize a phonics rule: one vowel sound one syllable
  - identify the number of syllable(s) each word contains

Session 1: Formative assessment classroom activities with feedback collected

Formative Assessment Activities	Objectives	Feedback on Learning and Teaching
A. Discover vowels that help sound out the words	<ul style="list-style-type: none"><li>• Get students to discover a phonics rule: vowels are present in all words and help the sounding of words</li></ul>	<ul style="list-style-type: none"><li>• Students were aware of the phonics rule</li><li>• The task was targeted to be manageable by the majority of students; hence, confidence of less able students was boosted and students were motivated to engage in the lesson</li></ul>
B. Phonics sliders	<ul style="list-style-type: none"><li>• To provide students opportunities to apply their knowledge of letter-sound relationships to sound out unfamiliar words</li></ul>	<ul style="list-style-type: none"><li>• The task made possible for teachers to immediately<ul style="list-style-type: none"><li>○ Notice many students had difficulty in sounding out 'ip' sound e.g., lip, nip, zip</li><li>○ Identify student needs for extra individual support</li></ul></li></ul>

Formative Assessment Activities	Objectives	Feedback on Learning and Teaching
C. Syllable Clapping Game & Feeling Your Jaw	<ul style="list-style-type: none"> <li>To enhance students' phonological awareness through multisensory learning tasks</li> <li>Enhance students' awareness of syllables in words</li> <li>Identify the number of syllables contained in each word</li> </ul>	<ul style="list-style-type: none"> <li>As a follow-up of the syllable clapping game in classes with less able students, they were asked to feel their jaw movement to enhance their phonological awareness of vowel sound</li> <li>Teachers found the teaching approach of adopting multisensory learning tasks makes the learning more sustainable; the approach results in better memory of the skills obtained by students, especially for students with special additional learning needs</li> </ul>

See *Appendix 2* for formative classroom activities with examples from Session 1.

Goal of Session 2:

a. Confidence building by improving decoding skills to further motivate learning

b. Students are able to:

- apply the basic rule to real practices
- decode unfamiliar words by correctly breaking each word into chunks (and sounding out each syllable correctly)

Session 2: Formative assessment classroom activities with feedback collected

Formative Assessment Activities	Objectives	Feedback on Learning and Teaching
D. Chunk it down!	<ul style="list-style-type: none"> <li>Develop the skill of breaking a word down into smaller parts (See <i>Worksheet 2</i>)</li> <li>Self-explore the one vowel one syllable phonics rule</li> </ul>	<ul style="list-style-type: none"> <li>Students' confidence to decode unfamiliar words into syllables built up through this and previous activities</li> <li>Students will eventually be able to apply this strategy as regular practice</li> </ul>
E. Tear it down!	<ul style="list-style-type: none"> <li>Consolidate the phonic skills of decoding unfamiliar words through tactile learning (See <i>Worksheet 3</i>)</li> </ul>	<ul style="list-style-type: none"> <li>It allows continuous practice of applying phonic skills acquired among students and enables giving of instant feedback on learning to students</li> </ul>

See *Appendix 3* for formative assessment classroom activities with examples from Session 2.

### **Actions Taken**

Three workshops were held during this year's collaboration. The first workshop on assessment literacy for all teaching staff was held in early September, followed by a needs analysis workshop for English Language teachers in early November. The third workshop, on assessment literacy for curriculum leaders, was organized in January 2020.

A meeting with core group members was held at the beginning of the school term to discuss focus of the collaboration. Co-planning meetings were held to discuss teaching strategies and develop learning and teaching materials.

Class observation was conducted in January 2020. Strategies discussed and materials developed were tried out.

### **Impact**

#### **1. Student Level**

Right from the beginning with the discovery of 'vowels help sound out the words', students' interest in letter-sound relationship was aroused. The passion carried on throughout the other activities. When it came to the 'Tearing down' worksheet, some less able students struggled a bit in decoding unfamiliar words. Based on the instant observation, teacher grasped this opportunity to consolidate the phonic skills of decoding and improvement was seen in a second trial in using the 'Tearing down' worksheet.

Students have gradually developed the skill of breaking a word down into smaller parts and read the words correctly. They have built up confidence to decode unfamiliar words. With regular practice, it is believed that students will eventually be able to apply this strategy as a result of internalization.

Students have gained confidence to experiment sounding out unfamiliar words with the use of the skills acquired. Their awareness of phonics skills has been enhanced. They are able to identify the number of syllables contained in different words. For the less able ones, they are more willing to make attempts to read aloud words regardless of their accuracy.

Teachers did dictation with students in July, after school resumes from the suspension due to COVID-19. Improvement in students' spelling was noticed.

#### **2. Teacher Level**

The collaboration has enhanced teachers' knowledge and skills with assessment literacy. All formative assessment activities were designed to meet and fulfill the corresponding learning objectives. Students' performance in the assessment activities provides useful feedback on learning and teaching. Through regular professional discussions with peers, teachers have gained more knowledge of assessment literacy.

With their enhanced knowledge and skills in assessment for learning teachers have put more focus on students' oral feedback in the lessons and adjusted their teaching strategies accordingly. For example, if students showed difficulties in pronouncing words, teachers would guide them to apply the skills learned in previous lessons. Their learning performance enabled teachers to reflect on their teaching and planning of subsequent lessons.

Teachers are very pleased to see that students have applied those strategies i.e., chunking/ spotting vowels/ hands-clapping syllables learnt in the lessons when they had to sound out unfamiliar words. It was obvious that those ways have facilitated students' learning and will continuously be adopted in the future.

Teachers have been better informed about students' strengths and weaknesses with formative classroom activities in place.

### **3. Curriculum Level**

The Learning-Teaching-Assessment Cycle has been strengthened through the horizontal alignment of the P4 spelling syllabus and formative assessment activities.

As oppose to randomly selecting words to test students, P4 English teachers worked out a list of core words. Only the core words that classes across P4 had learned were tested in the formative assessments.

The P4 English curriculum is with a better aligned syllabus on the core vocabulary for spelling. The assessment of students' learning is aligned with what has been taught and learned.

The use of multisensory and tactile learning activities is very effective in helping the students to identify the syllables of unfamiliar words and sound the words out. These are the strategies that teachers would like to adopt more in their future teaching.

### **4. Departmental Level and School Level**

The English Language Panel took the opportunity of collaboration to reflect upon the learning and teaching process based on the Planning-Implementation-Evaluation (P-I-E) model.

The collaboration reemphasised the importance of conducting a thorough and in-depth needs analysis in the learning and teaching process.

The panel found the experience of gathering and working out teaching plans based on the areas of weaknesses among the students fruitful. Better communication and understanding have been achieved through continuous discussion during collaborative lesson planning meetings.

## Way Forward

The collaboration this year has set the wheel in motion on driving formative assessment as a teaching model in the school.

1. Promotion of the following in other levels by the English Language Panel:
  - strengthening of the alignment of learning, teaching and assessment
  - formative assessment classroom activities to facilitate assessment as learning
2. The use of data to conduct needs analysis in other subject panels.

If the readers are interested in learning more about assessment literacy, the following books are useful references.

Bachman, L. F., & Palmer, A S. (1996). *Language testing in practice*. Oxford University Press.

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy, Grades K-12: Implementing the practices that work best to accelerate student learning*. Corwin.

Tileston, D. W. (2004). *What every teacher should know about student assessment*. Corwin Press.

## Appendixes

### Appendix 1: List of Documents Collected from the School for Needs Analysis Purposes

<b>External Assessment</b>	<b>Primary School</b> <input type="checkbox"/> P3 TSA Results and School Reports <input type="checkbox"/> P6 TSA Results and School Reports (Including the Item Analysis Report sorted by BOTH sub-paper AND Basic Competencies)
	<b>Secondary School (2017-2018)</b> <input type="checkbox"/> Hong Kong Attainment Test (Pre-S1) Results <input type="checkbox"/> S3 TSA Results and School Reports <input type="checkbox"/> HKDSE Results and Statistical Reports <input type="checkbox"/> Value Added Information School Reports
<b>Internal Assessment (2016/17 &amp; 2017/18 of P1-P6 or S1-S3)</b>	<input type="checkbox"/> Schemes of Work + Names of Textbooks <input type="checkbox"/> Test and Exam Papers + Answer Sheets <input type="checkbox"/> Answer Keys / Marking Schemes <input type="checkbox"/> Results (Excel File) <input type="checkbox"/> Student Performance Analysis/Evaluation Reports

### Appendix 2: Formative Classroom Activities with Examples from Session 1

#### A. Discover Vowels that Help Sound Out the Words

Teacher listed out some words previously learned with vowels being taken away, e.g., shpping (shopping), wshing (washing), dgtl (digital), cmptr (computer) and ask students to sound out the words.

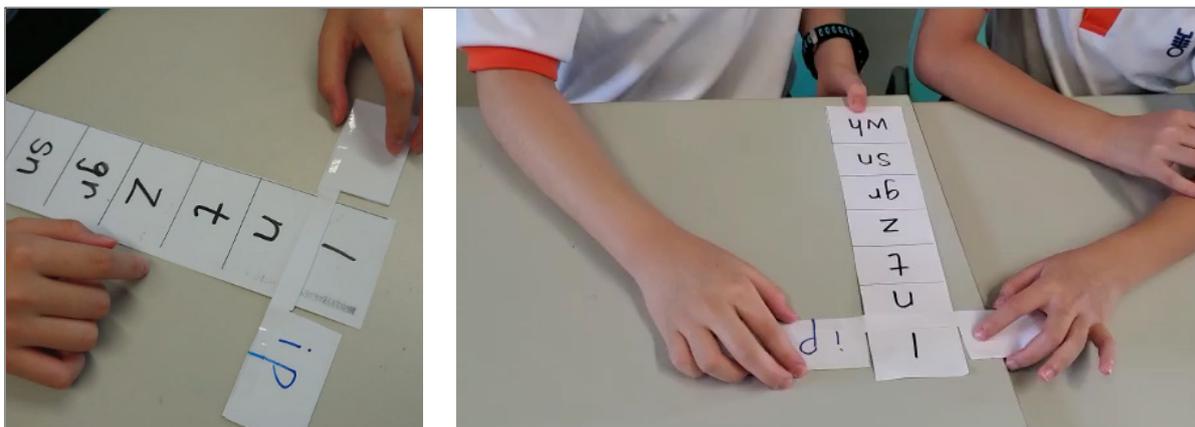
#### B. Design of the Phonics Slider

Consonants used: d, f, h, j, k, l, m, p, t

To match with:

- (i) ot
- (ii) un
- (iii) ip

Students first practiced sounding out the unfamiliar words individually, then they were paired up and read aloud together.



### C. Syllable Clapping Game & Feeling Your Jaw

Teacher showed vocabulary items previously learnt. Students were asked to break up the words into syllables and clap their hands.

Less able students were followed up by another task. To enhance phonological awareness, they were asked to find out the number of syllables by feeling the number of times their jaw drops to say a vowel sound.

e.g., park (1 syllable), digital (3 syllables), camera (3 syllables), shopping (2 syllables), refrigerator (5 syllables), housing (2 syllables)

<p style="text-align: center;"><b>Pairwork</b></p> <p style="text-align: center;">Put the following words into the syllable table below.</p> <div style="text-align: right; margin-bottom: 5px;"> <input style="float: right; width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/> </div> <p style="text-align: center;"><b>Words</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>holiday</td><td>lunch</td><td>stop</td><td>tennis</td><td>drama</td></tr> <tr><td>popular</td><td>understand</td><td>Cinderella</td><td>supermarket</td><td>strong</td></tr> <tr><td>October</td><td>never</td><td>hamburger</td><td>jump</td><td>wonderful</td></tr> <tr><td>put</td><td>carton</td><td>butter</td><td>watermelon</td><td>collecting</td></tr> </table> <p style="text-align: center;"><b>Syllable table</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th></th> <th>one syllable</th> <th>two syllables</th> <th>three syllables</th> <th>four syllables</th> </tr> <tr><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td></tr> </table>	holiday	lunch	stop	tennis	drama	popular	understand	Cinderella	supermarket	strong	October	never	hamburger	jump	wonderful	put	carton	butter	watermelon	collecting		one syllable	two syllables	three syllables	four syllables	1					2					3					4					5					<p style="text-align: center;"><b>Pairwork</b></p> <p style="text-align: center;">Put the following words into the syllable table below.</p> <div style="text-align: right; margin-bottom: 5px;"> <input style="float: right; width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/> </div> <p style="text-align: center;"><b>Words</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>butter</td><td>salad</td><td>bad</td><td>yesterday</td><td>drama</td></tr> <tr><td>popular</td><td>put</td><td>tomato</td><td>never</td><td>strong</td></tr> <tr><td>October</td><td>carton</td><td>hamburger</td><td>jump</td><td>talk</td></tr> </table> <p style="text-align: center;"><b>Syllable table</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th></th> <th>one syllable</th> <th>two syllables</th> <th>three syllables</th> </tr> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> </table>	butter	salad	bad	yesterday	drama	popular	put	tomato	never	strong	October	carton	hamburger	jump	talk		one syllable	two syllables	three syllables	1				2				3				4				5			
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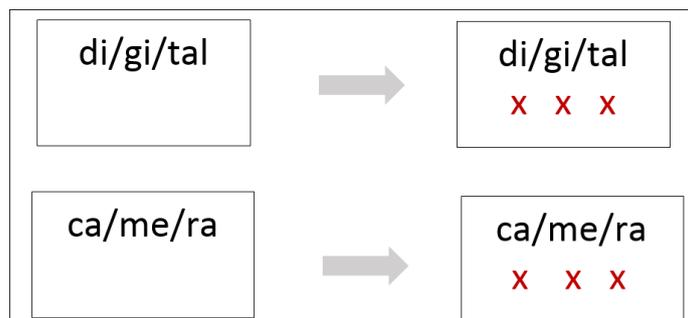
### Appendix 3: Formative Assessment Classroom Activities with Examples from Session 2

#### D. Chunk It Down!

- T: How many syllables are there in the word ‘digital’?  
 S: Three.  
 T: How can we break up this word into parts?  
 S: ... (various answers)  
 T: Right, we can chunk the word down according to the number of syllables.

Teacher demonstrated how to chunk the word by tearing a word printed on a slip of paper.

For example,



Teacher tore the paper into parts when reading the chunking down the word.

Teacher reminded the students to find out the vowel(s) and noted the number of syllables before doing the chunking. Students in groups get one of the sets shown below.

<b>Chunk it down!</b> Break up the words into syllables with a marker.	<b>Set A</b>	<b>Chunk it down!</b> Break up the words into syllables with a marker.	<b>Set B</b>
r a d i o		r u n w a y	
c a t e r p i l l a r		e l e c t r o n i c	
m e t a l		m a r b l e	
u n d e r s t a n d		h o l i d a y	

 <b>Chunk it down!</b> Break up the words into syllables with a marker.	<b>Challenge</b>
a l l i g a t o r	
p a p a y a	
i n s t r u m e n t	
f o r g e t f u l	

### E. Tear It Down!

1. Students in groups were given a list of unfamiliar words.
2. Each student was responsible for one word. They were required to chunk the words.

They had to break up the word into separate syllables by tearing the paper accordingly.

For example:

wa/ter/me/lon	fun/da/men/tal	for/get/ful
---------------	----------------	-------------

3. Students glued their work on a piece of A3 size paper.

They then read aloud the words after chunking. Students were asked to compare their work with other groups.

The following materials are the different sets of words used in the lesson.

Set A

c o c o n u t
a p r i c o t
a v o c a d o
l o n g a n

Set B

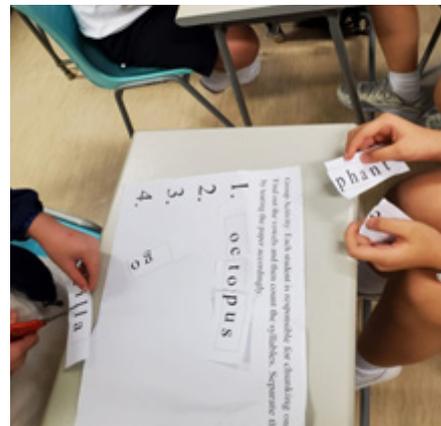
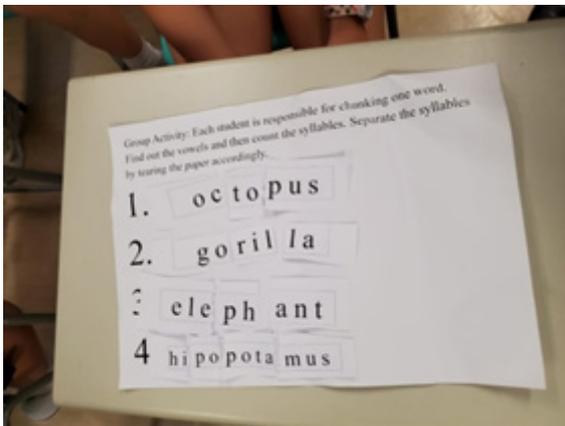
g o r i l l a
h i p o p o t a m u s
o c t o p u s
e l e p h a n t

Set C

w a t e r m e l o n
f u n d a m e n t a l
h e l i c o p t e r
a l l i g a t o r

Set D

d i l e m m a
a p p e n d i x
h o r i z o n t a l
c a t e r p i l l a r



# **Secondary Schools**



# Developing a Framework for Planning Curriculum, Instruction and Assessment

## School

Caritas Fanling Chan Chun Ha Secondary School

## Background

After studying the previous external and internal examination student performance analysis, English teachers at Caritas Fanling Chan Chun Ha Secondary School came to the conclusion that reading and grammar were the major areas needing to be addressed. They wished to develop an aligned curriculum in reading and grammar for junior forms, which helped facilitate learning in a more organised way, avoiding both academic gaps and needless repetitions. Based on the curriculum, corresponding unit plans and formal assessments were designed.

## Level

Secondary 3

## Strategies Used

### **1. Building a Curriculum Map to Enhance Learning and Teaching**

As Heidi Hayes Jacobs (2010) states, ‘curriculum maps have the potential to become the hub for making decisions about learning and teaching in a school’. A curriculum map is important for teachers as it outlines the alignment of learning objectives, unit topics, formative and summative assessment tasks and the instructional plan. Curriculum alignment at programme level, that is, the constructive coherence between learning, teaching and assessment, is crucial for the quality of teaching (Biggs & Tang, 2007). ‘Curriculum mapping is not a spectator sport. It demands teachers’ ongoing preparation and active participation’ (Hale, 2008). Curriculum maps should not be considered ‘done’. Teachers are expected to keep assessing and revising the curriculum to optimise student learning.

The curriculum map that teachers at Caritas Fanling Chan Chun Ha Secondary School worked on is done over a three-year plan, building content from one year to the next. Such a logical and time-progressive order allows teachers to focus on the balance between the content across curricula and prepares students for more challenging work.

## 2. Using Backward Design to Enhance Alignment of Learning, Teaching and Assessment

Backward design provides a framework for curriculum planning that can be used at unit, course or school level. Unlike traditional methods of curriculum development, the approach places assessment at the heart of the planning process. It begins with the learning objectives, that is what students are expected to learn and be able to do. Then it proceeds 'backward' to create lessons that achieve those desired outcomes. It helps teachers create units that focus on the goal (learning) rather than the process (teaching). Wiggins and McTighe (1998) describe the three stages of backward design as follows:

- a. Identify desired results.  
What should students know and be able to do at the end of the course?
- b. Determine acceptable evidence of learning.  
What should students demonstrate to prove their understanding?
- c. Plan learning experiences and instruction.  
What activities will help students to provide evidence that they have met the learning outcomes?

Based on this theory, teachers at Caritas Fanling Chan Chun Ha Secondary School strived for alignment of learning, teaching and assessment by starting with the end in mind. They closely followed the three steps mentioned above to create their unit plans, ensuring learning and teaching remained focused and organised.

### Actions Taken

The project was launched in the 2019/20 academic year and lasted over a period of two terms. The concept of vertical alignment and backward design were applied to design two school-based curricular, Reading and Grammar, and a unit plan for each. Both were created and implemented throughout the project.

The collaboration was divided into three phases.

#### **Phase 1: Needs Analysis**

In order to identify the needs of students, the previous Hong Kong Diploma of Secondary Education (HKDSE) and Territory-wide System Assessment (TSA) results and item analysis, as well as internal assessment data were carefully studied and analysed. It was noticed that reading skills of students should be strengthened. The major problem of junior forms students was handling inferencing questions which required them to pick up contextual clues to work out the meaning of unknown words or expressions and to infer the messages conveyed behind words and sentences. It is believed that the limited vocabulary of the students was the main obstacle that hinders their understanding of texts. The influence of the small vocabulary pool on senior forms students is even greater, as statistics showed they also had problems in answering specific factual questions.

Instead of reviewing vocabulary building strategies repeatedly, a closer look at the assessment designs of vocabulary in the internal assessment papers at junior levels was taken. Noticing the weighting of vocabulary questions was unevenly distributed, teachers realized that consistency in recognizing the importance of vocabulary and expectations of student achievement among teachers should be enhanced. Similar needs were identified in assessment of grammar, another item that students' performance was deemed to be unsatisfactory in internal tests and examinations.

Many research studies confirm that a coherent curriculum and alignment of instruction, content and assessment are keys to increase student achievement. It was this belief that drove teachers to make changes in the corresponding syllabus through curriculum mapping.

## Phase 2: Curriculum Mapping

Based on the needs analysis results, teachers started the process of collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for the two subject areas (Reading and Grammar) and grade levels (S1 to S3). An overview of the skills taught in the curricula was drawn, allowing teachers to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps. This provides teachers a clear picture of the skills being missed out or the skills that have come in too late. Instead of planning the curriculum for each form separately as usual, a coherent curriculum that will help students build up the knowledge blocks systematically was developed.

The work of teachers is displayed in the following table, illustrating an overall coherence from S1 to S3. The table is divided into three parts, namely Themes and Modules, Reading, and Grammar.

'Themes and Modules' compiles a list of themes and units chosen for different levels from the textbook. The selection criteria include students' interest, text type and genre coverage and the target reading skills and grammar items.

Reading and Grammar Curriculum Map for S1 to S3: Theme and Modules

Themes	Modules (U: Unit)		
	S1	S2	S3
Teenage life	U7 Keep moving U3 Fun with food	U1 Shopping fun U8 Seek a balance	
Study, school life & work	U2 There's no place like school		U8 Mapping my future
Getting along with others	U1 Welcome to my world	U2 Time for a real chat	
Wonderful things and people	U5 Super role models U6 Let's celebrate	U4 Have a nice journey	U5 Show time!
The world around us			U1 Set off!
Humans and the environment		U3 Save our planet U5 Wonderful wild life	U4 What lies in our future? U6 True beauty
Rights & responsibilities			U2 We would be heroes!

Following the tabular information given above, teachers moved on to plan the reading framework. In the section on ‘Reading Skills’, a series of target reading skills for each level are laid out. Teachers tried to group the skills and be as specific as possible such as breaking down the skills of making references into different kinds of pronouns. For the skills that are essential and particularly problematic to students, repetition in different units is considered necessary. For example, if students are weak in vocabulary, a focus on identifying key words and scanning for details is put in all three levels.

Reading on Grammar Curriculum Map for S1 to S3: Reading Skills

	Skill Focuses	S1	S2	S3
1.	Construct meaning from visual texts (e.g., pictures, diagrams, charts, icons, maps, graphs, tables)	✓ U1 U2 U6 U7	✓ U1 U4 U5 U8	✓ U1 U6
2.	Identifying key words	✓ U1 U2 U3 U5 U6 U7	✓ U1 U2 U3 U4 U5 U8	✓ U1 U2 U4 U5 U6 U8
3.	Skim for the gist/ main idea by looking at a. titles b. subtitles c. photos d. captions e. first and last sentences of the text	✓ U2 U6	✓ U1 U2 U3 U4 U5 U8	✓ U1 U2 U4 U5 U6 U8
4.	Scan for details (locating specific information) a. numbers for ages/dates/times b. places/names c. adjectives for descriptions of people	✓ U1 U2 U3 U5 U6 U7	✓ U1 U2 U3 U4 U5 U8	✓ U1 U2 U4 U5 U6 U8
5.	Sequencing and order of events/actions/ideas Sequence words/connectives/cohesive markers	✓ U2 U7	✓ U3 U4 U5	✓ U1 U2 U6 U8
6.	Understanding the connection between ideas by identifying a range of cohesive devices a. time b. reasons c. results d. expositions		✓ U2 U5 U8	✓ U1 U4 U5 U6 U8
7.	Making references (pronouns) a. personal pronouns: he, she, it, etc. b. demonstrative pronouns: this/that/these/those? c. indefinite pronouns: one, other, none, some, anybody, everybody, no one	✓ U1 U2 U3 U5 U6 U7	✓ U1 U2 U3 U4 U5 U8	✓ U1 U2 U4 U5 U6 U8

U: Unit

	Skill Focuses	S1	S2	S3
8.	Working out the meaning of unknown words and expression by inferencing through a. contextual clues b. pictures c. part of speech d. sentence before and after it		✓ U1 U2 U3	✓ U1
9.	Identify facts from opinions with a. contextual clues (verbs and adjectives used)		✓ U1	✓ U1 U2 U4 U5 U8
10.	Using linguistic and contextual clues to identify main idea/theme with a. nouns and verbs b. repeated words c. topic sentences d. concluding sentences	✓ U3 U5 U6 U7	✓ U2 U3	✓ U6
11.	Identify causes and effects		✓ U1(A)	✓ U5 U6
12.	Using knowledge of the world a. logic b. common sense c. life experience	✓ U7	✓ U4	✓ U8
13.	Using a dictionary to find out about unfamiliar words		✓ U2	✓
14.	Summarizing main idea		✓ U2(A)	✓ U1 U4 U5
15.	Inferring writers' attitudes and intentions through a. contextual clues b. word choice c. punctuation			✓ U2 U4 U5
16.	Inferring implied messages through contextual clues			✓ U2

U: Unit

	Skill Focuses	S1	S2	S3
17.	Identifying features of different text-types	✓	✓	✓
	a. poetic features <ul style="list-style-type: none"> <li>• rhymes</li> <li>• simile</li> <li>• metaphor</li> <li>• personification</li> <li>• repetition</li> <li>• exaggeration</li> <li>• contrast</li> </ul>	U1 U2 U6(A) U7	U4	U6 U8
	b. blog entry	U1 U5	U1	
	c. personal email/email	U2	U4 U8	
	d. article	U5(A) U7(A)	U2 U3(A)	U2 U4 U5 U8
	e. personal profile/biography	U5 U7(A)		
	f. short story	U6	U5	
	g. reviews		U1(A)	
	h. letter to the editor		U3	
	i. itinerary		U4	U1
	j. letter of advice		U8	
	k. report		U8(A)	
	l. play script			U4
	m. letter of complaint			U5
	n. debate speech			U6
	o. job advertisement			U8

U: Unit

By referring to the intended goals outlined, teachers can have a clear picture of what reading skills are being taught across Key Stage 3 which can be helpful for planning instruction and facilitate learning. With fewer gaps in the curriculum, students are prepared to move from one level to the next more smoothly.

Similarly, a thorough examination of grammar topics was conducted which comes up with a vertically aligned curriculum map as shown in the section on ‘Grammar Items’. Teachers tried to involve a variety of topics with a balance. Students are expected to develop their skills consistently with a grade-to-grade structured skill instruction. For example, simple past tense, present perfect tense and past perfect tense are assigned to S1, S2 and S3 respectively. Such arrangement equips students with simple concepts as a base before mastering more complicated ones.

### Reading and Grammar Curriculum Map for S1 to S3: Grammar Items

	Grammar Items	S1	S.2	S.3
Tenses	Simple present tense	U1		
	Present continuous tense	U2		
	Present perfect tense		U3	U8
	Simple past tense	U3		U8
	Past continuous tense		U2	
	Past perfect tense			U6
	Past perfect tense with <i>before</i> and <i>after</i>			U8
	Simple future tense	U5		
	Using simple present tense to talk about schedules and timetables		U8	
	Using present continuous tense to talk about arrangements and plans (be going to)	U5	U8	
	Pronouns	Personal pronouns	U1	
Possessive nouns, adjectives & pronouns		U7		
Demonstrative pronouns <i>these</i> and <i>those</i>		U6		
Adverbs	Adverbs of frequency	U1		
	Adverbs of sequence		U4	
Nouns	Countable & uncountable nouns	U3		
	Talking about quantities		U1	
Adjectives	Order of adjectives	U6		
	Comparative & superlative adjectives		U1	
	Comparing quantities (more than; fewer than; as+adj+as; the same as; different from; like & alike)		U1	
Connectives	And, or & but	U7		
	Connectives of reason		U2	
	Connective of result		U2	
Article	Definite and indefinite articles	U1		
To infinitive	To-infinitives	U6		U6
Bare infinitive & Gerund	Gerunds	U7		U6
Modal verbs	Using can/could/may/might to talk about possibility	U5	U8	
	Giving advice and making suggestions		U4	
Prepositions	Preposition of place	U2		
	Prepositions		U4	
Relative clauses	Relative pronouns		U3	
	Defining relative clauses			U8
	Non-defining relative clauses			U8
Noun phrases	Defining and Non-defining noun phrases			U1
Reported speech	Reporting statements & questions			U4
	Reporting speech with tense change			U8
	Reporting orders, requests and advice		U5	
	Using adjectives to report feelings & opinions		U5	
Passive voice	Passive voice			U2
Conditionals	Conditional sentences about fact		U4	
	Conditional sentences about possible situations		U4	U2
	Conditional sentences about unreal situations using 'unless'			U2
	Conditional sentences about unfulfilled past situations			U6
Participles	Present participle phrases			U5
	Past participle phrases			U5
	Present and Past participles as adjectives			U5
Some, any, no	Someone/somebody, anyone/anybody, no one/nobody			U1
	Something, anything, nothing, none			U1
There is & There are		U2		
Quantifiers	How many/much; some/any	U3		

U: Unit

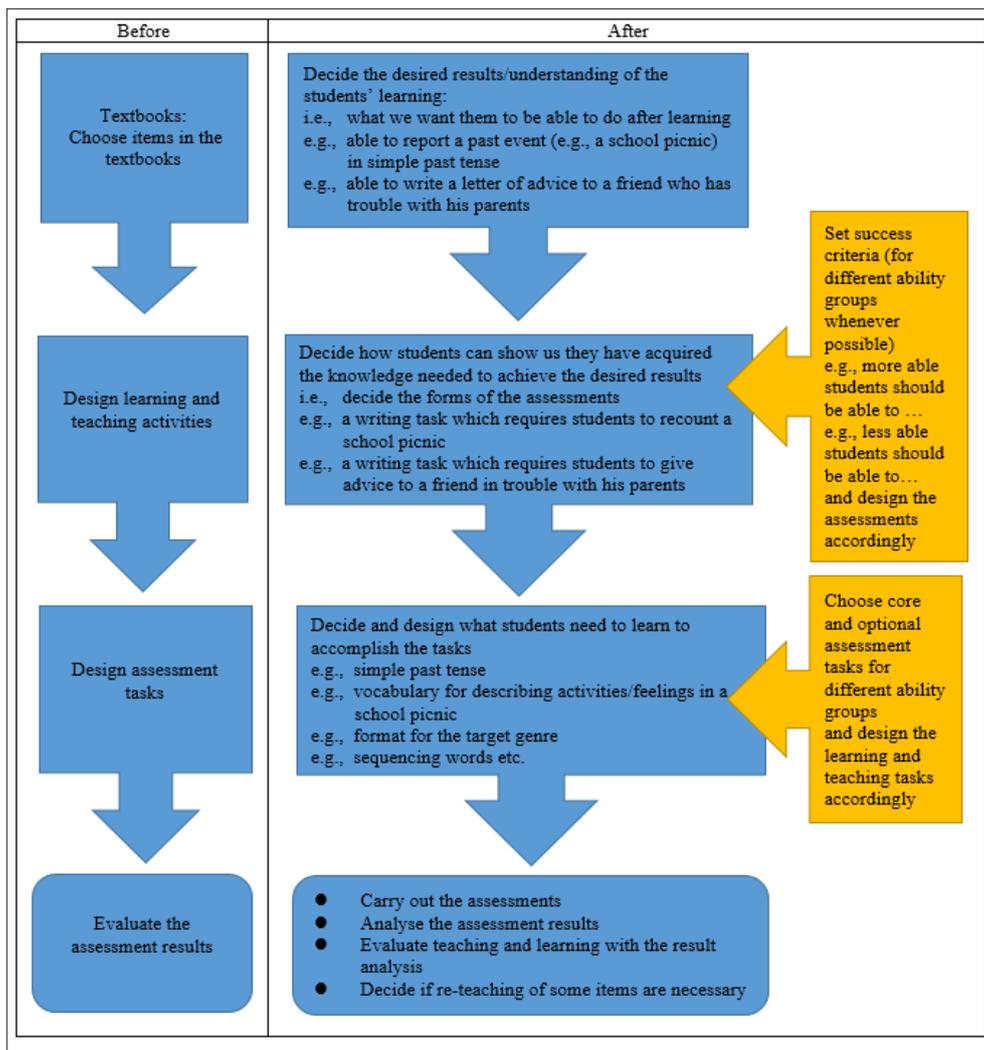
	Grammar Items	S1	S.2	S.3
Quantifiers	About the number or quantity of food items	U6		
Wh-words	Wh-questions	U2		
	Wh-words + to-infinitives			
	Time words	U3	U3	
	Using too much, too many, too little, too few & enough		U1	

In general, the curriculum developments in the school help teachers gain a deeper understanding of how specific reading skills and grammar topics fit into a student's development, and promotes better communication among the three levels. Most importantly, accuracy in what the English teachers communicate about their curriculum is improved.

### Phase 3: Unit Planning and Assessment Design

#### 1. Unit Planning

Having done the vertical curriculum plans, teachers moved on to unit planning. The backward design framework was adopted to develop a unit plan for S3. The figure below shows the changes made by teachers when planning their instruction before and after using the new approach.



Rather than revolving around topics in a textbook, targeted grammar items and lesson activities without establishing clear learning objectives when designing the curriculum, teachers go for the idea of backward design which works the other way round. They place the desired outcomes and how students will be assessed at the beginning of the planning process.

The following unit plan illustrates how teachers applied the backward design and put it into practice. To cater for learner diversity, items and skills covered in the unit are categorized into core, optional and skip types. The core ones are compulsory for all classes, and will definitely be assessed. The optional ones are meant for more able groups to extend their skills and knowledge base and those items will be included in the extended section or the bonus section.

### Unit Plan: S3 Unit 5 Show Time

Desired Outcomes							
At the end of the unit, students will be able to							
<ol style="list-style-type: none"> <li>1. Describe a performance</li> <li>2. Talk about their opinions about a performance</li> <li>3. Make a complaint about a performance</li> </ol>							
Assessments							
A reading task testing on <ul style="list-style-type: none"> <li>• sequencing of events</li> <li>• scanning for specific information</li> <li>• identifying the reference of pronouns</li> </ul>	A writing task of a complaint letter about a bad experience in a show aims to test <ul style="list-style-type: none"> <li>• the format of a complaint letter</li> <li>• the common sentence patterns for a complaint letters</li> <li>• the common phrases used in a complaint letter</li> <li>• the appropriate tone and registers in a complaint letter</li> </ul>	A quiz to test on <ul style="list-style-type: none"> <li>• the correct tense uses in a complaint letter</li> <li>• the vocabulary needed to describe a show</li> <li>• the vocabulary needed to describe negative feelings about a show</li> </ul>					
Paper/Task setter: e.g., CMF	Paper/Task setter:	Paper/Task setter:					
Due date: e.g., 18/5/2020	Due date:	Due Date:					
Learning and Teaching Planning							
Key: ✓ = core    ? = optional    highlighted = additional item not included in the unit							
1. Grammar							
Teacher responsible for supplementary worksheets/tasks and due dates	Items	3AB1	3AB2	3AB3	C	D	E
	Present participles as adjectives	✓	✓	✓	✓	✓	✓
	Past participles as adjective	✓	✓	✓	✓	✓	✓
	Present participle phrases	✓	✓	✓	?	?	?
	Past participle phrases	✓	✓	✓	?	?	?
e.g., CMF (18/5/2020)	Simple past tense	✓	✓	✓	✓	✓	✓
Key: ✓ = core    ? = optional    highlighted = additional item not included in the unit							
2. Vocabulary							
Teacher responsible vocabulary list and due dates	Items	3AB1	3AB2	3AB3	C	D	E
	Musical instruments p.xx	✓	✓	✓	✓	✓	✓
	Names of different performances p.xx	✓	✓	✓	✓	✓	✓
	Words related to a performance	✓	✓	✓	✓	✓	✓
	Words related to drama p.xx	✓	✓	✓	?	?	?
e.g., CMF 18/5/2020	Negative adjectives to describe a performance	✓	✓	✓	✓	✓	✓
e.g., CMF 18/5/2020	Positive adjectives to describe a performance	✓	✓	✓	?	?	?
e.g., HPY 18/5/2020	Adjectives to describe negative feelings about a performance	✓	✓	✓	✓	✓	✓
e.g., HPY 18/5/2020	Adjectives to describe positive feelings about a performance	✓	✓	✓	?	?	?

3. Reading							
Teacher responsible for supplementary worksheets/tasks and due dates	Items	3AB1	3AB2	3AB3	C	D	E
	Text 1 – a magazine article	✓	✓	✓	✓	✓	✓
	Text 2 – A letter of complaint	✓	✓	✓	✓	✓	✓
	Text 3- A web article	✓	✓	✓	?	?	?
	Scanning for specific information	✓	✓	✓	✓	✓	✓
	Reference	✓	✓	✓	✓	✓	✓
4. Speaking							
Teacher responsible for supplementary worksheets/tasks and due dates	Items	3AB1	3AB2	3AB3	C	D	E
	Pronounce the core vocabulary correctly	✓	✓	✓	✓	✓	✓
	Describe a performance	✓	✓	✓	✓	✓	✓
	Talk about opinions about a performance	✓	✓	✓	✓	✓	✓
	Recommend a performance to others	✓	✓	✓	?	?	?
Key: ✓ = core ? = optional highlighted = additional item not included in the unit							
5. Writing							
Teacher responsible for the writing booklet and due date	Items	3AB1	3AB2	3AB3	C	D	E
e.g., CMF 18/5/2020	A complaint letter about a bad experience in a performance						
		300 words	250 words	250 words	200 words	150 words	150 words
	Format of a complaint letter	✓	✓	✓	✓	✓	✓
	Common phrases in complaint letters	✓	✓	✓	✓	✓	✓
	Common sentence structures in complaint letters	✓	✓	✓	✓	✓	✓
	Sequencing words	✓	✓	✓	✓	✓	✓
	Words for cause-effect/result relationship	✓	✓	✓	✓	✓	✓
	A review of a show/performance						
		300 words	250 words	250 words	/	/	/
	Format of a review	✓	✓	✓	?	?	?
	Common phrase in a review	✓	✓	✓	?	?	?
	Common sentence structures in a review	✓	✓	✓	?	?	?

After using the newly designed unit plan, teachers found that learning and teaching was revolving around the specific objectives and success criteria stated in the desired outcomes and assessments to provide students with the knowledge and skills needed to accomplish the assessment tasks.

## 2. Assessment Design

Other than curriculum mapping, teachers also made changes in assessment design to align learning, teaching and assessment.

The focus of collaboration was to explore ways to improve assessments that more precisely test students' vocabulary. Three topics of vocabulary, musical instruments, types of performances and words related to drama, were included in the scope of Unit Quiz five.

Based on the belief that weak students would simply give up if they are required to spell the vocabulary items, options are thus always given in vocabulary tests to encourage students to attempt the questions. According to Ehri and Rosenthal (2007), vocabulary learning is central to reading ability and academic achievement. Studies show that exposing students to the spellings of new vocabulary words enhances their memory for pronunciations and meanings of the words. So, teachers would like to help students improve their vocabulary by including spelling in vocabulary tests.

With the aim of striking a balance between making spelling of vocabulary items a must and preventing students from giving up, the idea of differentiated task was imposed when designing the test paper. Multiple formats of assessments such as labelling pictures, multiple choice and fill in the blanks, at various levels of difficulty, were used to cater for learner diversity.

The following excerpt is a part of the Second Term S3 Unit Quiz on Unit 5 Show Time, indicating how teachers modify assessment with the varied characteristics of students in order to meet the students' individual needs, and thus raising their ability to show what they have learned. Hints are still considered to be necessary for motivating students but much fewer were given to students than in earlier tests. As the difficulties of the items in the tasks increase progressively, students were asked to spell the words from memory in the last part.

2nd Term Unit Quiz 5 (2019-2020)  
S3 English Language  
General English  
Question–Answer Book

**Part B: Vocabulary (17 marks)**  
**B1) Musical instruments**  
Label the photos with words from the box. (5 marks, 1mark@)

<p><b>1</b></p>  <p style="text-align: center;">g _ _ _ _</p>	<p><b>2</b></p>  <p style="text-align: center;">p _____</p>	<p><b>3</b></p>  <p style="text-align: center;">_____</p>
<p><b>4</b></p>  <p style="text-align: center;">_____</p>	<p><b>5</b></p>  <p style="text-align: center;">_____</p>	

## B2) Types of Performances

You are helping to organize an arts festival in your local area. Underline the correct words or complete your poster with not more than two words. Words with hyphen (-) count as one word. (5 marks, 1mark@)

### Arts Festival Highlights

- Monday:** Wearing special dancing shoes and beautiful costumes, a dance group from France performs a traditional (1) ( ballet / circus act ) called *Swan Lake*.
- Tuesday:** Enjoy some exciting street dancing! Simona Yu will amaze audiences with her (2) ( breakdancing / ballet ) act which requires a lot of upper-body strength.
- Wednesday:** Alan Chan is famous for his juggling and acrobatics. Come and enjoy his (3) ( jokes / breakdancing / circus act )!
- Thursday:** Do you feel like laughing? Come and laugh your socks off at Jenny Tang's (4) s\_\_\_\_\_ show.
- Friday:** Don't miss *Les Misérables*, which is a (5) mu\_\_\_\_\_ performed by talented youngsters from Kowloon Drama School. Enjoy their singing and dancing in a row.

## B3) Words related to drama

You are helping to organize your school play. Underline the correct word or complete your email to the Drama Club members with not more than two words in each blank. (7 marks, 1 mark@)

Hi everyone!

At our last rehearsal, everyone seemed happy with the (1) ( script / stage / star ) and knew their lines. However, one of us almost fell off the (2) ( stagehands / stage / script ) in the school hall. Please be careful not to fall during the performance! Unfortunately, the (3) ( costumes / props / curtains ) wouldn't close properly at the end of the rehearsal. We pulled so hard on the strings that they broke. The school is going to fix them.

We've finished making all the (4) c\_\_\_\_\_ for the play—people aren't going to recognize us! This weekend, we're going to finish painting the (5) \_\_\_\_\_. Tammy and Alex are working on (6) \_\_\_\_\_ like weapons and swords for the pirates.

As the play takes place at sea, it'd be good to have some (7) \_\_\_\_\_ so people can hear waves and a thunderstorm.

We also need some stagehands to move things around between scenes. Does anyone know people who would like to help?

See you all at rehearsal!

Chris

In light of the results, the small-scale curriculum reform work was promising. The positive impacts brought about on both the teacher and curriculum level are detailed below.

## Impact

### 1. Teacher Level

- a. Teachers' awareness of assessment literacy has been raised. They have recognized how to make use of the statistical data available to feed backward and feed forward to learning and teaching. Teachers have developed a sensitivity to different forms of data. Multiple data types, for example HKDSE results, TSA item analysis, internal assessment data and observational data have been studied in depth from various perspectives to help teachers get a full picture of students' needs. A new mark entry system in the General English Paper has been developed. Students' performance in individual test sections is examined to identify their learning difficulties. Teachers are ready to reflect and act in response to what they learn from the data.

- b. Teachers have explored the strategies involved in purposeful lesson planning which leads to effective teaching. Teachers have realized that assessments should not be only used at the end of the instructional cycle, they are to be used intentionally with the curriculum standards. Unit plans at different levels have been created, using the Backward Planning Approach, to help align learning, teaching and assessment. Teachers have become more competent in designing formative assessments and developing lessons that demonstrate students' construction of knowledge. Activities containing evidence of learning are being selected to match the assessment. This will provide evidence from different forms of assessments such as writing tasks, oral presentation and application of reading skills in understanding a text.
- c. Teachers have taken a big step in changing the way they design assessment tasks. Rather than accommodating students with multiple choice in vocabulary tests, teachers have decided to have 'spelling' as an important part of assessment. To let a deeply ingrained belief go is not easy. Such a move provides proof of teachers' understanding of assessment literacy and their high recognition of the importance of aligning learning, teaching and assessment.

## 2. Curriculum Level

- a. The capacity of the curriculum leader has been strengthened. The English Language Panel Head has become keen and more confident when leading the teaching team to implement new strategies in regard to assessment literacy. She has put systems and guidelines in place that advance English teachers to design lesson plans and develop valid assessments. She is also ready to be a facilitator and supporter of teachers of other subjects, sharing her knowledge gained in the project.
- b. Teachers have become aware of the need of a coherent curriculum and how learning and teaching effectiveness can be enhanced by it. Thus, a vertical curriculum for S1-S3 reading and grammar and corresponding formal assessment practices have been designed. Teachers have taken school contexts including students' strengths and weaknesses into consideration when they revise the curriculum with a focus of vertical alignment. Gaps and overlaps have been identified across levels. Teachers have also exercised their professional judgement to make selective use of assessment tasks according to the learning objectives. For example, after considering students' needs and capabilities, teachers reserved a Bonus Part in the test for more able students to stretch their potential. All these experiences have established a foundation for future planning of other papers and senior forms. For example, the positive impact of unit planning has been tried out in the S4 writing curriculum design.
- c. Assessment rubrics of writing have been refined so as to better align the desired outcomes and learning objectives. For example, on top of the three general domains: Content, Language and Organization, bonus marks would be given to students who are able to show their application of the features and format of the particular text type, as well as the target sentence patterns learned in class. Such design keeps learning and teaching revolving around the specific objectives and success criteria and provide students with the knowledge and skills needed to accomplish the assessment tasks.

## Way Forward

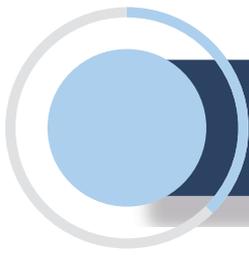
The development of curriculum in Caritas Fanling Chan Chun Ha Secondary School has got off to a good start. Developing a coherent curriculum is a continuous improvement process, in which the accumulation of experience and concerted efforts of the panel members are required. Based on the fruitful experiences gained in the project, teachers will keep using the strategies to improve learning, teaching and assessment.

The next academic year is going to be a trying period for teachers to adopt the Backward Planning Approach to create unit plans of other papers such as writing and speaking and plan their instruction. Besides, the writing curriculum including the writing assessment criteria will be further reviewed, modified and improved. Teachers will also explore the opportunities to conduct item analysis in target reading skills, which helps identify students' misconceptions and common errors. By acting on the information collected, teachers can adjust their instructional and test design decisions, increasing the validity of their assessments.

Understanding how teachers' assessment literacy can empower them to better carry out their role in education, teachers from Caritas Fanling Chan Chun Ha Secondary School will definitely keep moving forward to make use of the data collected from assessments to provide feedback to individual students; improve learning and teaching strategies; develop the school-based curriculum and plan for the school's future development.

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# Tracking Students' Learning through Enhancing Assessment Literacy

## School

PAOC Ka Chi Secondary School

## Background

The school is situated in Tuen Mun area with students coming from very diverse backgrounds. The student body has a diverse language background. The spectrum of English learning needs in school is huge and challenging. Students have different levels of English foundation knowledge, hence, very different learning struggles and are motivated by different levels of learning challenges.

Teachers had challenges in tracking students' learning. Assessment designs in the past could benchmark our students' English levels, but they may not reflect the learning progress of the less able learners efficiently. The overall mark data are too general to reflect class-based needs. Learning-Teaching-Assessment (L-T-A) cycles could be better aligned to address students' needs in different phases of learning.

With the above challenges in mind, the school decided to focus on the review and improvement of internal assessment designs in the first semester and try out item analysis for understanding students' learning difficulties and needs in the second semester.

## Level

Secondary 2

## Strategies Used

To track students' learning through assessment literacy practices, the following strategies were adopted.

### **1. Review of Internal Assessment Design**

The grammar and usage paper of the first term examination paper was selected for experimentation by the revision of several areas. This was intended to enhance the face validity of the paper.

Score boxes in the question and answer section of the usage paper was revised. The existing mark box was divided into two smaller sections, which would provide more specific data to inform learning and teaching.

The design of the revised mark box allowed teachers to have specific information on the performance of students in particular sections, grammar items in most cases. Teachers were then able to better manage and make use of the assessment data collected for feedback purposes. See *Appendix 1* for the original design of mark box in question and answer book and *Appendix 2* for the revised design of mark box in question and answer book.

The improved design of mark box facilitates adjustments of teaching plans and revision of teaching strategies. The mark box provides more specific information on the learning difficulties that students were having.

Teachers also worked on improving the clarity of instructions for the assessment paper.

The face validity of the assessment paper has improved with added instructions. See *Appendix 3* for the original assessment paper without instructions and *Appendix 4* for the revised assessment paper with clear instructions.

## 2. Backward Planning

Learning-Teaching-Assessment cycle was strengthened through backward planning practices.

The backward planning practice was adopted in the design of the assessment task for item analysis. Knowing the learning diversity among classes, as well as within the same class, it was crucial to decide on the precise items to be taught, and agreed among all S2 teachers.

In-depth discussion on grammar items to be assessed and hence the selection of core items to be taught, took place at the same meeting. This discussion was carried out at the planning stage of the teaching.

The exercise covered detailed planning of the testing points and level of difficulties of the assessment task in question. Questions set covered all levels of difficulties, which aligned with the syllabus to be covered that was agreed upon by teachers of all classes. Figure 1 shows the results of the discussion.

Figure 1: Mark distribution of questions of different levels of difficulties

**STRENGTHENING OF LEARNING-TEACHING-ASSESSMENT CYCLE**

Discussion among teachers before the quiz

**Reflexive pronouns (15 marks)**  
[each answer: appropriate choice of reflexive pronoun 0.5 m + correct spelling 0.5 m]

Mark Distribution / Testing Point	7 marks (easy)	5 marks (average)	3 marks (challenging)
Basics	Reflexive pronouns table (4 marks)	/	/
Application	myself; himself; herself (3 marks)	themselves; ourselves; yourself; itself;	singular plural nouns; yourself; yourselves;

Teachers then had a teaching and assessment syllabus that aligned. The syllabus clearly and precisely lays out the levels of difficulty of the items. They could also reflect students' ability and adjust what level of difficulty of the items should be taught or practiced with their students.

The difficult points that students in different streams (classes) could be having was a major focus of the discussion. Teachers agreed on the mark distribution based on question difficulty, and the assessment tasks were circulated back and forth among teachers to seek feedback from each other.

### 3. Trial on Item Analysis of an Assessment Task

To build on the experience gained on the review of internal assessment design which took place in the first semester, teachers decided to trial item analysis to track students' learning difficulties in order to improve further teaching and future teaching of the grammar item.

Class schedules and routines were greatly affected due to school suspension and the change of teaching mode, which left teachers limited space to collaborate on a large-scale trial on the practice. As a result, teachers resolved to conduct a trial on a small scale. A number of questions for an assessment task were chosen.

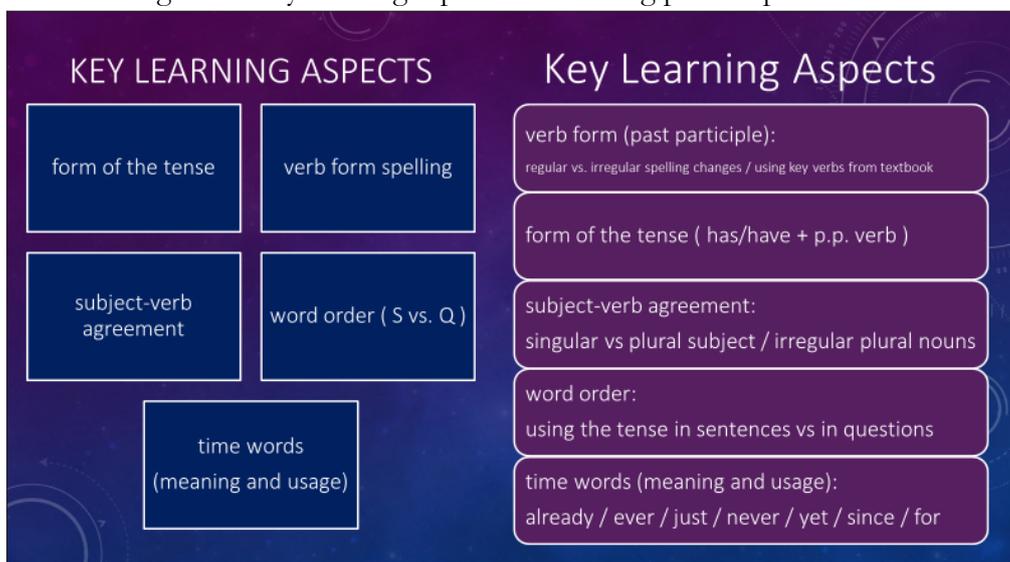
Reflection on the results of the students to feedback learning and teaching were carried out. *Figure 2* indicates stages in the backward planning process of the exercise.

Figure 2: Item analysis: From planning to evaluation

ITEM ANALYSIS FOR GRAMMAR LEARNING AND TEACHING		
PHASE	TASKS	Goals
PLANNING AND TEACHING	<ul style="list-style-type: none"> <li>Lesson Preparation: L&amp;T Objectives</li> <li>Online Teaching</li> <li>Online Grammar Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Define key learning aspects</li> <li>Define scope of Teaching</li> <li>Select assessment goals</li> <li>Set Quiz Design</li> </ul>
EVALUATION AND REVIEW	<ul style="list-style-type: none"> <li>Item Analysis</li> <li>Finding</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Observe students' performance</li> <li>Review test quality</li> <li>Identify learning difficulties and needs</li> <li>Suggest remedial work and teaching</li> </ul>

Figure 3 shows the results of discussion on the key learning aspects of teaching present perfect tense during collaboration meetings. The aspects agreed on defines scope of teaching and serves as the basis of the core syllabus, in which teachers of individual classes would modify teaching to suit the class they are teaching.

Figure 3: Key learning aspects of teaching present perfect tense



Teachers set different learning goals for students of different abilities. Figure 4 illustrates the assessment goals and designs.

Figure 4: Assessment goal and design for learners at different levels

ASSESSMENT GOALS		QUIZ DESIGN		
LVL	GOALS	TYPE	No. of Question	Mark allocated
1	Spell verbs in past participle form correctly	Spelling	6	6
2	Recognize the correct form of present perfect tense	MC Questions	10	10
3	Correct choice of time word for the sentences	Fill in the blanks	6	6
4	Write present perfect tense correctly in form and spelling	Proofreading	6	12
5	Correct word orders in present perfect tense in sentences / questions			

Figure 5 to Figure 11 depict the process of the item analysis exercise carried out by the teachers.

Figure 5: Assessment questions selected for items analysis

QUESTIONS FOR ITEM ANALYSIS		
PART	QUESTION	Observation
B (MC)	B3. I'm hungry. I ____ for the whole day! a has not eaten b have eaten c have not eaten d has eaten	Can Ss recognize the correct form of present perfect tense?  Can Ss observe the meaning of the sentence correctly?
C (Fill in the blanks)	C1. All of us _____ (forget) to hand in our homework!	Can Ss write present perfect tense correctly in form and spelling?

Figure 6: Overall performance of S2 students

OVERALL PERFORMANCE							
No. of Students: 60							
Class Level: Stream 1, 2, 3, 4							
Duration: 20 minutes							
Mode: Online question paper; written answers on paper							
PART	A (/6)	B(/4)	C(/4)	D(/5)	E(/12)	Total(/33)	Total(/100)
AVG	4	2	2	3	3	14	42
MAX	6	4	6	5	10	31	94
MIN	0	0	0	0	0	0	0
MED	5	2.5	1	3	2	11	33
BEST	**			*			

Figure 7: Distribution of answers according to class (streams)

FINDING				
B3. I'm hungry. I ____ for the whole day!				
a has not eaten				
b have eaten				
c have not eaten				
d has eaten				
<ul style="list-style-type: none"> <li>• Most Ss have correctly answered C have eaten x28 (correct form, correct meaning)</li> <li>• 1<sup>st</sup> Most chosen mistake: B Have eaten x9 (correct form, <u>wrong meaning</u>)</li> <li>• 2<sup>nd</sup> Most chosen mistake: D has eaten x5 (<u>wrong aux</u>, <u>wrong meaning</u>)</li> <li>• 3<sup>rd</sup> Most chosen mistake: A has not eaten x5 (<u>wrong aux</u>, correct meaning)</li> </ul>				
ANSWER	Stream 1	Stream 2	Stream 3	Stream 4
A has not eaten	1	2	1	1
B have eaten	1	1	4	3
C have not eaten *	16	13	6	6
D has eaten	0	0	2	3
No. of Ss	18	16	13	13

Figure 8: Finding of the item analysis of question B3

### FINDING OF QUESTION B3:

When spelling, correct aux and correct p.p. verb are presented:

- Students most commonly made mistake on the meaning (B+D). (12 in total)
- Students also commonly made mistake on the aux (A+D). (9 in total)
- Small group of student made mistakes on both the aux and meaning (D) (5 in total)

Figure 9: Distribution of answers according to class (streams)

### FINDING

- C1. All of us \_\_\_\_\_ (forget) to hand in our homework!
- Missing aux ( has / have ) x31
- Wrong pp (past tense) x 16
- Missing pp x 1
- Wrong pp (present tense) x5
- Wrong aux x3
- Wrong pp (confused word 'forgiven') x1

ANSWER	Stream 1	Stream 2	Stream 3	Stream 4
Correct:	7	6	3	0
Correct pp:	10	9	6	1
Correct aux	10	8	5	1
Wrong pp:	8	5	6	7
Forgot	6	3	4	1
Forget	1	1	0	3
Forgiven	0	0	1	0
Forgotten	0	0	1	2
Fogotten	1	0	0	0
Forgeted	0	0	0	1
Forgoted	0	1	0	0
Wrong aux:	1	1	0	2
Missing aux:	7	6	8	10
Missing pp:	0	1	1	4
wrong form:	7	6	8	11
No. of Ss	18	16	13	13

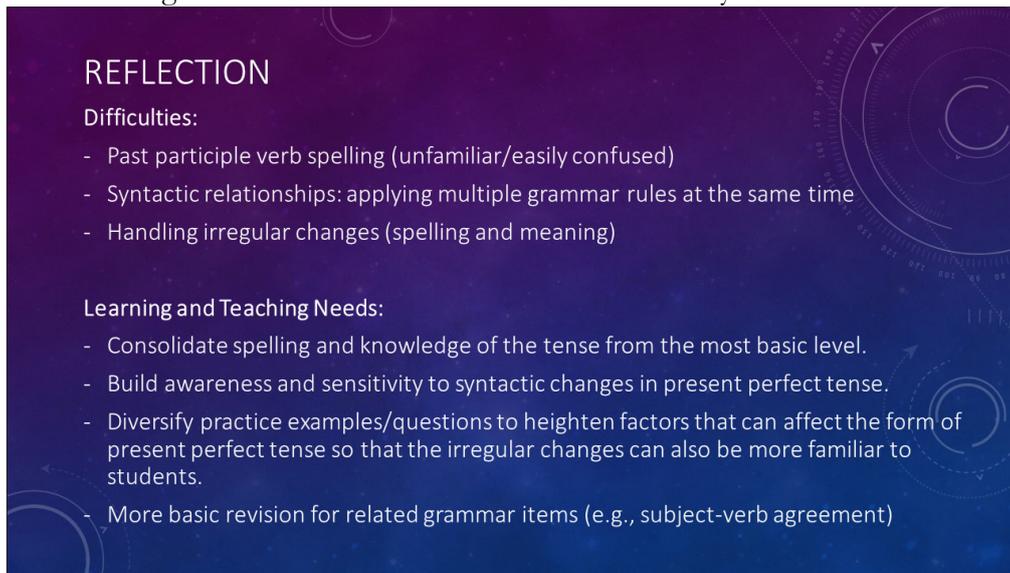
Figure 10: Finding of the item analysis of question C1

### FINDING OF QUESTION C1:

Among students' mistakes:

- Students most commonly show (1) neglect of aux verb and (2) confusion of past tense verb as the past participle verb.
- Students showed attempt to provide an answer similar to a past tense answer.
- Most frequent mistake made by Stream 1 & 2 students: wrong p.p. (esp. past tense).
- Most frequent mistake made by Stream 4 & 5 students: missing aux verb.

Figure 11: Teachers' reflection of the item analysis exercise



**REFLECTION**

Difficulties:

- Past participle verb spelling (unfamiliar/easily confused)
- Syntactic relationships: applying multiple grammar rules at the same time
- Handling irregular changes (spelling and meaning)

Learning and Teaching Needs:

- Consolidate spelling and knowledge of the tense from the most basic level.
- Build awareness and sensitivity to syntactic changes in present perfect tense.
- Diversify practice examples/questions to heighten factors that can affect the form of present perfect tense so that the irregular changes can also be more familiar to students.
- More basic revision for related grammar items (e.g., subject-verb agreement)

The exercise has given teachers very specific information on student difficulties with the use of present perfect tense. This is valuable feedback to enhance learning and teaching needs. It helps the strengthening of the learning-teaching-assessment cycle.

### **Actions Taken**

Needs analysis was conducted prior to the commencement of the collaboration to determine the target area for improvement on learning and teaching. School documents, which include internal and external assessment paper and reports, were collected. Findings were shared with the panel as the basis of area to be focused on for the needs of the learning and teaching practices of the English Language Panel.

Workshops on Assessment Literacy for all teaching staff were conducted. The purpose is for teachers of other key learning areas to enhance assessment literacy.

School suspension due to COVID-19 has greatly affected the teaching mode, teaching schedule and assessment arrangement. The final examination of S2 was cancelled and hence, the planned item analysis was unable to be carried out.

### **Impact**

#### **1. Student Level**

With the revised assessment design, students were found to have enhanced motivation and confidence in attempting the assessment paper.

A teacher did cite an example that he used the findings of the item analysis to inform his class of their strengths and weaknesses when compared to other classes, some students in the class said they understand much more about their own learning progress. The more ambitious students in the class were motivated to draw up learning plans to set goals for their own learning.

Teachers stated that it was hard to make more detailed observation when the academic year and assessment tasks have been affected by school suspension several times during the year. The online lesson arrangement in the second semester has added some difficulty to seeing if there have been any changes so far.

## **2. Teacher Level**

Teachers found the collaboration through discussion and cooperation among the team, fruitful. Assessment literacy has touched upon practical issues of how to improve assessment designs and evaluation.

Teachers treasured the professional exchanges among colleagues, of their thoughts about the existing assessment and assessment practices.

Teachers felt the collaboration was successful, despite the many challenges related to the school suspension. It was effective in the sense that the team had reviewed the entire Learning-Teaching-Assessment cycle, in particular the 'assessment' components. After the collaboration, teachers have thought more about how to set and arrange an assessment in detail.

Through the discussion and collaboration, some teachers mentioned learning how to better set a paper for students with differing learning needs. They also found data analysis to be a good way to find out the learning difficulties of the students in spite of the extra time this required.

In addition, each section could be divided into two tasks, easy and difficult in order to help less able students and simultaneously provide opportunities for more able students to challenge themselves.

Teachers have learned more about the question level analysis and item analysis and would certainly incorporate both into their future teaching planning.

The different suggestions on the assessment tasks, e.g., 'List Five Things' and 'Admit Slip', are both practical and convenient for use in daily teaching. Teachers had the tasks modified and tried out in their classes.

## **3. Curriculum Level**

Collaboration with colleagues and the School Development Officer helped the teachers to review their formal assessment routines and areas that could be improved at form level and department level.

The most effective strategies were backward planning and item analysis. Both helped to give more clarity to teachers in understanding learning and teaching needs.

Teachers had wished to plan to work on the following aspects in the final exam paper in the second semester. This was to enhance face validity by adding line numbers in reading comprehension and improved consistency of the paper layout. Suggestions on providing clear instruction, explanation and examples for students would also be given to teachers.

A trial analysis of level of difficulties of quiz question are good practice. This shall be carried out in selected future assessments in S2 of the next cohort. In the paper setting stage, the questions would be tiered with different levels of difficulty to cater for learning diversity. This practice enhances the content validity of the assessment, as the questions set would be more carefully thought out thereby strengthen the alignment of learning, teaching and assessment.

### 3. Departmental Level and School Level

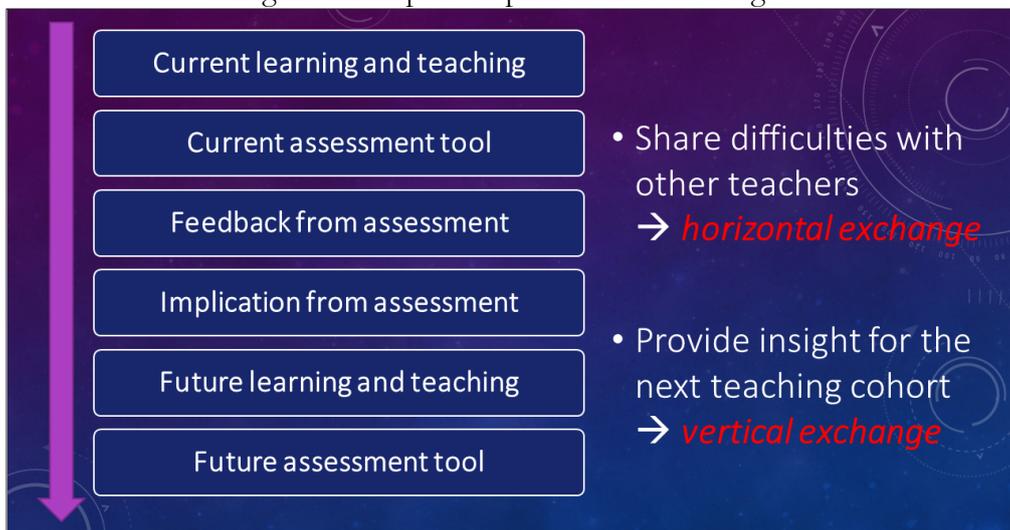
Being one of the teachers collaborating in this assessment literacy project, the involvement of the English Language Panel Head played a vital role in the departmental level dissemination of the experience gained and assessment for learning practices tried out.

The process of item analysis was helpful in enhancing teachers' understanding of how students performed in a particular assessment task, and in what specific ways their performance was hindered.

The panel shall carry out some more trials and applications at different form levels in order to show wider implication of the assessments.

The following slide was shared by the school at the CEAL Territory-wide Dissemination in June 2020. It sums up how, through the exercise in tracking students' learning through assessment for learning practices, the English Language Panel sees the importance of horizontal and vertical professional exchanges in enhancing learning and teaching effectiveness.

Figure 12: Impact of professional exchanges



## Way Forward

To improve their overall effectiveness, the English Language Panel will look into the following aspects of its work in the coming academic year.

### Learning:

- incorporation of more formative assessment tasks
- strengthen the link between learning experience and assessment tasks

### Teaching:

- increase horizontal and vertical professional exchanges among teachers to enhance effectiveness of learning and teaching

### Assessment:

- review existing formal assessment designs
- use item analysis on selected core topics

If the readers are interested in learning more about assessment literacy, the following bookas are useful references.

Bachman, L. F., & Palmer, A S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford University Press.

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy, Grades K-12: Implementing the practices that work best to accelerate student learning*. Corwin.

Tileston, D. W. (2004). *What every teacher should know about student assessment*. Corwin Press.

## Appendixes

### Appendix 1: Original Design of Mark Box in Question and Answer Book

Full Mark: 100							Parent's _____ Signature	
Part A							Part B	
A	B	C	D	E	F	A2	PART B1	PART B2
/10	/10	/5	/5	/4	/6	/30	/30	/30

### Appendix 2: Revised Design of Mark Box in Question and Answer Book

Subject Code: 2121						Parent's Signature: _____	
Full mark: 100 marks							
<b>Question-Answer Book</b>							
	Part A1	Part A2	Part B1	Part B2	Total(A+B)		
Marks							
	/40	/30	/30	/30	/100		

### Appendix 3: Original Assessment Paper without Instructions

A. Places in a shopping mall (4 marks)





(1) \_\_\_\_\_



(2) \_\_\_\_\_



(3) \_\_\_\_\_



(4) \_\_\_\_\_



(5) \_\_\_\_\_



(6) \_\_\_\_\_

## Appendix 4: Revised Assessment Paper with Clear Instructions

Task 2 Words about Family Problems and Feelings

Fill in the blanks with suitable words. (4 marks)



Adding of clear instructions

- a. Mary seldom talks to her parents. She usually reads books when her parents use their mobile phones. They lack \_\_\_\_\_.
- b. John's flat is very small. He always works in the library. He lacks \_\_\_\_\_.
- c. John has lost his job for a long time. Now he has \_\_\_\_\_ problems.
- d. I will not go to that restaurant again because their staff was quite \_\_\_\_\_.



# Alignment of Teaching and Assessment and Using Assessment Data to Make Educational Decisions

## School

Tin Shui Wai Methodist College

## Background

The mastery of reading skills is essential for the acquisition of knowledge and one of the important skills is reading beyond the surface by making inferences (The Curriculum Development Council, 2018, p.29 & 32). Teachers at Tin Shui Wai Methodist College, through needs analysis, saw the need for students to enhance their inference skills to gain a deeper understanding of reading texts. With assessment being a significant part of the learning and teaching cycle, teachers also aimed at improving existing assessment practices and explore ways to collect and use assessment data which would provide detailed and accurate information about students' mastery of target knowledge and skills and help teachers plan their next-step instructions (Popham, 2018).

A needs analysis based on students' performance as reflected in the Hong Kong Diploma of Secondary Education (HKDSE) Item Analysis Reports, S1-3 internal assessment papers across 2017/18 and 2018/19 as well as students' performance in class during three courtesy visits to S2 classes was done and the following needs were identified.

### **1. On English Language Learning, Teaching and Assessment Practices:**

- a. helping students develop higher order thinking skills, namely making inferences from reading texts
- b. engaging students more in the assessment cycle in the forms of assessment for learning

### **2. On the Use of Assessment Data:**

- a. strengthening the alignment between learning, teaching and assessment
- b. a more comprehensive and purposeful approach to the type of assessment data to be collected and recorded
- c. the practice of using assessment data to make data-driven decisions on what and how to teach and assess

## Level

Secondary 2

## Strategies Used

### **1. The Use of Internal and External Assessment Papers and Data to Capture Students' Strengths and Weaknesses as well as the Quality of Internal Assessment Papers**

Using the HKDSE Item Analysis Report and data collected from internal examinations, areas of good performance and areas needing further improvement by students were identified. The areas of good performance were then strengthened and developed to further stretch students' abilities. The identified areas requiring further improvement helped teachers to prioritise what to teach and re-examine the approaches that had previously been used to teach and assess the related items.

### **2. A Backward Planning Approach on the Learning and Teaching of Inference Skill in Reading**

Using the backward planning approach, teachers determined the learning objectives by analysing the assessments students were to complete. The analysis of the assessments helped teachers identify a sequenced set of subskills and bodies of enabling knowledge that students must master en-route to mastering the curricular aims (Popham, 2018). The identified subskills and enabling knowledge were then sequenced as small goals for students to achieve. Based on these small goals, teachers planned instructions and tasks in the formative assessment process to help students attain them step by step.

### **3. The Use of Multiple Forms of Assessment and Assessment Data to Feedback Teaching, Learning and Assessment Design**

The types of assessment data to be collected and the way they were analysed and presented were discussed and improved with an increase in purposefulness. E-platforms and their data collecting function were also utilized and incorporated into lessons as learning tasks to collect data which inform students' performance. Based on the data collected, follow-up measures and tasks were designed to help students reflect, re-learn, correct and progress.

## Actions Taken

### **1. A Backward-planning Approach: Identifying Target Knowledge and Skills by Analysing Assessment Questions**

With a short story excerpt and a playscript in the planned S2 curriculum, the type of inference skill to be taught was inferring the feelings of the characters in the story and play from their speech and actions. The enabling knowledge and the sub-skills needed to successfully make such inferences were identified:

<b>Enabling Knowledge</b>	<b>Sub-skills</b>
adjectives describing feelings	associating speech and actions with particular feelings
the words and patterns used in the utterances of the characters	
language describing actions of the characters	

Upon identifying the enabling knowledge and sub-skills, various teaching materials and practice tasks were designed and sequenced to help students acquire them.

## 2. Using Formative Assessment Tasks in an Online Classroom

In the midst of all the challenges faced by educators during the school suspension period, teachers still exerted every effort to design online formative assessment tasks to gather evidence of learning. The assessment data were then analysed and used to feedback learning and teaching.

Step	Activity / Task						
1	<p>PowerPoint slides were used to help students learn the adjectives describing feelings and the respective actions, facial expressions and utterances that show such emotions.</p> <p>Visual aids and words of differing degrees of difficulty were provided to cater for learner diversity.</p> <p>Instead of directly transmitting the knowledge to students, teachers guided students to come up with the actions, facial expressions and utterances by asking them what they could see from the character in the visual aids and led them to infer the meaning of the adjectives describing feelings.</p> <div data-bbox="320 1059 1422 1323" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;"> <p style="font-size: small;">WHAT IS THE FEELING? USE ADJECTIVES WE LEARNT TO DESCRIBE.</p>  <p><b>Amused</b> <b>A/mu/s/ed</b></p> <p>How does your mouth look?</p> <p>i. Grinning from ear to ear</p> </td> <td style="width: 50%; padding: 5px;"> <p style="font-size: small;">WHAT IS THE FEELING? USE ADJECTIVES WE LEARNT TO DESCRIBE.</p>  <p><b>A/mu/s/ed</b></p> <p>What do you do?</p> <p>i. Laughing / Giggling* joyfully</p> </td> </tr> </table> </div> <p>Students were guided to jot notes and organise the knowledge using graphic organisers. With teachers telling students the notes would be used for a task on the lesson and making the notes a piece of work to be submitted for checking after the lesson, the need for jotting down notes was made clear to students and their motivation in doing so increased.</p> <div data-bbox="491 1547 1273 2027" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><b>Write down notes and upload them to Online Platform!</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; background-color: #ffff00; border-radius: 10px; padding: 5px;"> <p><b>Actions / facial expression:</b></p> <p>Roll your eyes Stop talking to him</p> </td> <td style="width: 50%; background-color: #00bfff; border-radius: 10px; padding: 5px;"> <p><b>Interjection:</b></p> <p>'Argh!'</p> </td> </tr> <tr> <td style="background-color: #fce4ec; border-radius: 10px; padding: 5px;"> <p><b>Synonym:</b></p> <p>E.g., enraged*</p> </td> <td style="background-color: #c8e6c9; border-radius: 10px; padding: 5px;"> <p><b>Cause/Situation:</b></p> <p>Your friend breaks a promise</p> </td> </tr> </table> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">Furious</p> </div>	<p style="font-size: small;">WHAT IS THE FEELING? USE ADJECTIVES WE LEARNT TO DESCRIBE.</p>  <p><b>Amused</b> <b>A/mu/s/ed</b></p> <p>How does your mouth look?</p> <p>i. Grinning from ear to ear</p>	<p style="font-size: small;">WHAT IS THE FEELING? USE ADJECTIVES WE LEARNT TO DESCRIBE.</p>  <p><b>A/mu/s/ed</b></p> <p>What do you do?</p> <p>i. Laughing / Giggling* joyfully</p>	<p><b>Actions / facial expression:</b></p> <p>Roll your eyes Stop talking to him</p>	<p><b>Interjection:</b></p> <p>'Argh!'</p>	<p><b>Synonym:</b></p> <p>E.g., enraged*</p>	<p><b>Cause/Situation:</b></p> <p>Your friend breaks a promise</p>
<p style="font-size: small;">WHAT IS THE FEELING? USE ADJECTIVES WE LEARNT TO DESCRIBE.</p>  <p><b>Amused</b> <b>A/mu/s/ed</b></p> <p>How does your mouth look?</p> <p>i. Grinning from ear to ear</p>	<p style="font-size: small;">WHAT IS THE FEELING? USE ADJECTIVES WE LEARNT TO DESCRIBE.</p>  <p><b>A/mu/s/ed</b></p> <p>What do you do?</p> <p>i. Laughing / Giggling* joyfully</p>						
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<p><b>Synonym:</b></p> <p>E.g., enraged*</p>	<p><b>Cause/Situation:</b></p> <p>Your friend breaks a promise</p>						

Step	Activity / Task
	<div style="display: flex; justify-content: space-around;"> <div data-bbox="311 235 845 750"> </div> <div data-bbox="861 235 1428 750"> </div> </div>
2	<p>With the input, students were then given the opportunity to apply their knowledge in a tiered blank-filling exercise which they could do on an e-platform. Students were given the autonomy to choose ‘Easy’ (with basic level contextual clues and visual aids), ‘Normal’ (with basic level contextual clues only) and ‘Hard’ (with advanced level contextual clues) according to their own readiness. Using the e-platform, students’ answers and assessment data were collected automatically and teachers could use these assessment data for analysis and feedback to teaching.</p> <p style="text-align: center;">Easy version with basic level contextual clues and visual aids</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">HOW TO GUESS THE FEELINGS? (NORMAL)</p> <ul style="list-style-type: none"> <li>■ When Yoyo found out that her friend had lied to her, she showed her teeth and screamed, ‘Argh!’ at her friend. She was _____ about being cheated.</li> </ul> <div style="text-align: right; margin-top: 10px;">  </div> </div> <p style="text-align: center;">Normal level with basic level contextual clues</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p><b>Q1a.</b> When Yoyo found out that her friend had lied to her, she showed her teeth and screamed, ‘Argh!’ at her friend. She was _____ about being cheated. *</p> <p>Short answer text</p> <p>_____</p> </div>

Step	Activity / Task																																																																																																																	
	<p style="text-align: center;">Hard version with advanced level contextual clues</p> <div style="border: 1px solid black; padding: 5px;"> <p>Q1a. When Yoyo found out that her friend had lied to her, she stomped her feet and showed her teeth. Then, she shouted hysterically at her friend. She was _____ about being cheated. *</p> <p>Short answer text _____</p> </div>																																																																																																																	
3	<p>The following note-worthy observations could be made from analysing the assessment data and students' answers:</p> <ol style="list-style-type: none"> <li>More high achievers could be encouraged to attempt the 'Hard' level exercise.</li> <li>Some students attempting the 'Easy' level were able to infer the feelings of the characters in the task but still used basic adjectives instead of target adjectives. For example, some used 'happy' instead of 'delighted' and 'angry' instead of 'furious'.</li> <li>Most students in the stronger class were able to infer the characters' feelings from contextual clues and express them using the target adjectives, but some showed difficulty in differentiating between positive emotions like 'delighted', 'excited' and 'enthusiastic'.</li> </ol> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <table border="1" data-bbox="370 1079 826 1823" style="width: 48%;"> <thead> <tr> <th>Choose your level.</th> <th>Q1a. When Yoyo found out that her friend had lied to her, she showed her teeth and screamed at her friend. She was _____ about being cheated.</th> </tr> </thead> <tbody> <tr><td>Hard</td><td></td></tr> <tr><td>Easy</td><td>furious</td></tr> <tr><td>Easy</td><td>Angry</td></tr> <tr><td>Easy</td><td>Angry</td></tr> <tr><td>Hard</td><td></td></tr> <tr><td>Hard</td><td></td></tr> <tr><td>Easy</td><td>furious</td></tr> <tr><td>Easy</td><td>Angry</td></tr> <tr><td>Normal</td><td></td></tr> <tr><td>Easy</td><td>Furious</td></tr> <tr><td>Easy</td><td>Furious</td></tr> <tr><td>Easy</td><td>Angry</td></tr> <tr><td>Normal</td><td></td></tr> <tr><td>Normal</td><td></td></tr> <tr><td>Easy</td><td>Angry.</td></tr> <tr><td>Normal</td><td></td></tr> <tr><td>Easy</td><td>furious</td></tr> <tr><td>Easy</td><td>Again</td></tr> <tr><td>Easy</td><td>Again</td></tr> <tr><td>Easy</td><td></td></tr> <tr><td>Easy</td><td></td></tr> </tbody> </table> <table border="1" data-bbox="868 1079 1401 1823" style="width: 48%;"> <thead> <tr> <th>Choose your level.</th> <th>Q4a. When Henry knows that he is going to get a prize, he shouts, 'Hooray!' and jumps up and down. He feels _____ about it so much.</th> <th>Q4b. What are the clues (e.g., eyes shining with joy) that can help you guess the feeling word?</th> </tr> </thead> <tbody> <tr><td>Hard</td><td></td><td></td></tr> <tr><td>Easy</td><td>amused</td><td>jumps up and down</td></tr> <tr><td>Easy</td><td>Exciting</td><td>jumps up and down.</td></tr> <tr><td>Easy</td><td>Happy</td><td>Mouth</td></tr> <tr><td>Hard</td><td></td><td></td></tr> <tr><td>Hard</td><td></td><td></td></tr> <tr><td>Easy</td><td>delighted</td><td>'Hooray!'</td></tr> <tr><td>Easy</td><td>Enthusiastic</td><td>Eyes</td></tr> <tr><td>Normal</td><td></td><td></td></tr> <tr><td>Easy</td><td>Enthusiastic</td><td>mouth</td></tr> <tr><td>Easy</td><td>Enthusiastic</td><td>Jump or dance</td></tr> <tr><td>Easy</td><td>Happy</td><td>Eyes</td></tr> <tr><td>Normal</td><td></td><td></td></tr> <tr><td>Normal</td><td></td><td></td></tr> <tr><td>Easy</td><td>Delighted.</td><td>Jump.</td></tr> <tr><td>Normal</td><td></td><td></td></tr> <tr><td>Easy</td><td>enthusiastic</td><td>jumps up and down</td></tr> <tr><td>Easy</td><td>Excited</td><td>jumps up</td></tr> <tr><td>Easy</td><td>Exciting</td><td>Hooray!</td></tr> <tr><td>Easy</td><td>Enthusiastic</td><td>eyes</td></tr> <tr><td>Easy</td><td>Surprise</td><td></td></tr> <tr><td>Normal</td><td></td><td></td></tr> </tbody> </table> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div data-bbox="558 1769 813 1823" style="background-color: #4682B4; color: white; padding: 5px; border-radius: 10px;">Weaker Class</div> <div data-bbox="1133 1769 1388 1823" style="background-color: #4682B4; color: white; padding: 5px; border-radius: 10px;">Stronger Class</div> </div>	Choose your level.	Q1a. When Yoyo found out that her friend had lied to her, she showed her teeth and screamed at her friend. She was _____ about being cheated.	Hard		Easy	furious	Easy	Angry	Easy	Angry	Hard		Hard		Easy	furious	Easy	Angry	Normal		Easy	Furious	Easy	Furious	Easy	Angry	Normal		Normal		Easy	Angry.	Normal		Easy	furious	Easy	Again	Easy	Again	Easy		Easy		Choose your level.	Q4a. When Henry knows that he is going to get a prize, he shouts, 'Hooray!' and jumps up and down. He feels _____ about it so much.	Q4b. What are the clues (e.g., eyes shining with joy) that can help you guess the feeling word?	Hard			Easy	amused	jumps up and down	Easy	Exciting	jumps up and down.	Easy	Happy	Mouth	Hard			Hard			Easy	delighted	'Hooray!'	Easy	Enthusiastic	Eyes	Normal			Easy	Enthusiastic	mouth	Easy	Enthusiastic	Jump or dance	Easy	Happy	Eyes	Normal			Normal			Easy	Delighted.	Jump.	Normal			Easy	enthusiastic	jumps up and down	Easy	Excited	jumps up	Easy	Exciting	Hooray!	Easy	Enthusiastic	eyes	Easy	Surprise		Normal		
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Normal																																																																																																																		

Step	Activity / Task
4	<p>Based on the observations, a video targeting the challenges students faced was made to help students clarify concepts and pay attention to traps. While the 'skip' function of the e-platform allowed high achievers to skip the parts they already know, the 're-watch' function allowed low achievers to re-watch the clarifications by teachers to consolidate their understanding.</p> <p>In addition to the follow-up video, a follow-up practice task was set on questions that students found challenging to check whether they had gained a better understanding of the concepts.</p> <div data-bbox="304 566 1433 952" style="border: 1px solid black; padding: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>HOW TO GUESS THE FEELINGS? (NORMAL)</p> <ul style="list-style-type: none"> <li>When Yoyo found out that her friend had lied to her, she showed her teeth and screamed, 'Argh!' at her friend. She was _____ about being cheated.</li> </ul> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; font-size: 0.8em;"> <p>Yellow: What do you <b>do</b>?</p> <p>Orange: How does your face look?</p> <p>Blue: What is the <b>sound</b> you make?</p> <p>Green: What is the <b>Cause / Situation</b>?</p> </div>  </div> </div> <div style="width: 35%; border: 1px solid black; padding: 5px; font-size: 0.8em;"> <p><b>F</b> NOTE</p> <p>Please THINK before I give you the answers.</p> <p style="text-align: right;"> <span style="margin-right: 20px;">Rewatch</span> <span style="margin-right: 20px;">Skip</span> <span style="background-color: #007bff; color: white; padding: 2px 5px; border-radius: 3px;">Continue</span> </p> </div> </div> </div> <div data-bbox="304 958 1433 1608" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <p>Q1a. The kids were really _____ about the idea of having a party. It's the first time that I saw them prepare tables, chairs, balloons and all the food in only 15 minutes! They jumped up and down and can't wait to have fun! *</p> <p>Short answer text</p> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <p>Q1b. What are the clues (e.g. eyes shining with joy) that can help you guess the feeling word? *</p> <p>Short answer text</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>Q2a. My mom saw the 'A' on my report card and she was absolutely _____. She was smiling happily and her eyes are shining. *</p> <p>Short answer text</p> </div> </div>
5	<p>The assessment data from the follow-up task showed that while low achievers would require further practice to consolidate their learning, high achievers were ready to move from application to creation. Students were put into mixed ability groups. High achievers were instructed to create a situation with contextual clues and low achievers were given the task to read the situations and highlight the contextual clues in different colours to show understanding. The grouping of students provided opportunities to students of different abilities to contribute and allowed high achievers to help low achievers when they faced problems identifying the contextual clues.</p>

Step

Activity / Task

5

The sentences produced by the groups were then collected by teachers who corrected any mistakes that might impede understanding and suggested any additions and/or advancement of contextual clues. The sentences were made into a task in which students could read the sentences written by their classmates and infer the feelings of the characters.

Some extra outstanding sentences written by individual high achievers were also included in another online exercises with the names of the students shown. The task of creating a situation not only provided the opportunity for students to either consolidate their understanding or move onto the next level, but also gave students a sense of ownership and achievement as their creations were used as an assessment.

**WRITE YOUR FEELINGS FOR YOUR CLASSMATES TO GUESS!**



**You are the girl.**  
Don't use the adjective but...

1. How do your eyebrows / eyes / mouths look?
2. What do you do?
3. What is the sound you make?

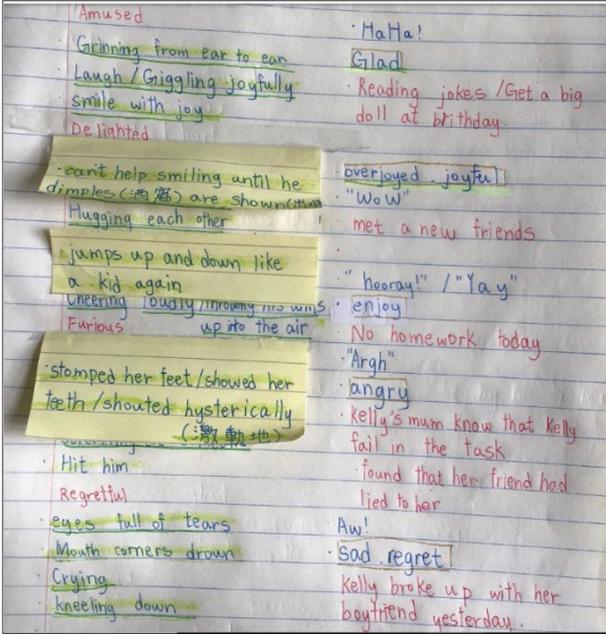
E.g., When she heard the joke, she grinned from ear to ear and started giggling joyfully that she went, 'Hahaha!'

**Answer: Amused**

Green – Situation 處境/ Cause [Reason – Why?]  
 Blue – Interjection 感嘆詞 (What is the sound you make?)  
 Orange – Facial expression 面部表情 (How does your face look?)  
 Yellow – Action 動作 (What do you do?)

**Choices: delighted / enthusiastic / surprised / amused / furious**

Groups	Situations	Adjectives
1	Today, King <b>did not</b> do homework then teacher said "Argh!" and <b>shouted to King</b> . The teacher's face looked very red.	Answer 1: _____
2	After I saw my friend try to celebrate my birthday in the classroom, I ran to them. I said 'haha! Thank you so much!' and I <b>smiled</b> .	Answer 2: _____
3	Today is Jenny's birthday. Jack and Samuel went to buy a birthday cake <b>before</b> Jenny. Then, they went to her home to <b>find</b> her. Jenny <b>sees</b> Jack and Samuel but the cake <b>is</b> <b>not</b> <b>there</b> . She <b>stay</b> <b>was shocked</b> in the room for one minute and said 'Omg (Oh my God)...'	Answer 3: _____
4	Today, I forgot my phone <b>at</b> <b>on</b> the bus, but someone <b>return</b> <b>ed</b> it to me. I <b>feel</b> <b>felt</b> very happy. I <b>didn't</b> know how to express gratitude to him. My tears <b>came out</b> . I said 'Oh, thank you very much!' and I <b>bowed</b> .	Answer 4: _____
5	Today is my birthday. I <b>laughed</b> 'yay'. I <b>couldn't</b> stop <b>laughing all day</b> . My face is very red.	Answer 5: _____

Step	Activity / Task
	<p>1. 'Oh! May! You are finally back!' said Mary. 'Yes,' said May. 'I miss you very much! Welcome back!' said Mary. Mary gave May a big hug.--&gt; Mary is _____. (by Coco) *</p> <p> <input type="radio"/> enthusiastic  <input type="radio"/> delighted  <input type="radio"/> surprised  <input type="radio"/> confused </p> <p>The creator's name was displayed in the sentence they had written</p> <p>Students were also guided to enrich their vocabulary graphic organiser based on their peer's work.</p> 

## Impact

### **1. Student Level**

The knowledge and sub-skills necessary for the achievement of a teaching objective were clearly delivered to students who benefitted from the modelling by teachers. The thoughtful design of tasks, with gradual progression, and the feedback as well as follow-up measures with which they were provided upon completing them, motivated the students.

### **2. Teacher Level**

Teachers' repertoire in planning for the teaching of reading comprehension skills in alignment with both formative and summative assessments has been enriched. They show more confidence and proficiency in using assessment data to provide quality and timely feedback on both learning and teaching. They also agreed that their awareness in catering for learning diversity in both teaching and assessments has been heightened.

### **3. Curriculum Level**

The backward planning approach was adopted and tried out in other levels. More school-based materials were devised to help students acquire target knowledge and skills with effective scaffolding and to cater to the diverse learning needs of students.

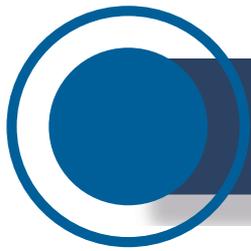
## Way Forward

Whilst the use of a backward planning approach helped teachers design teaching steps, materials and assessments that are aligned with each other, the use of authentic materials in the lead-in stage and in task design could be further explored to boost the motivation of students.

## References

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The Curriculum Development Council. (2018). *Supplement to the English Language Education key learning area curriculum guide (Secondary 1-3)*. HKSAR: The Education Bureau.



# Advancing Students' Learning with Feedback

## School

Tung Wah Group of Hospitals Li Ka Shing College

## Background

This is a school in Fanling with a student intake of higher academic performance, though not everyone has the same English Language competence. To help the weaker language learners build a strong foundation and expand the language capacity for the stronger ones, S1 students are grouped according to their English ability and taught in small classes.

The students were dutiful, cooperative and respectful to the teachers, but they were not active learners of English. This was reflected in their writing assignments.

Improving students' writing skills and changing the way they perceive what is meant by writing were the focal point of the experiment when the teachers decided to join this project. The teachers hoped to gain the knowledge, skills and insights from assessment literacy so that they could use effective assessment practices to enhance the teaching of writing and to empower their students to monitor and evaluate their own learning from the process of writing.

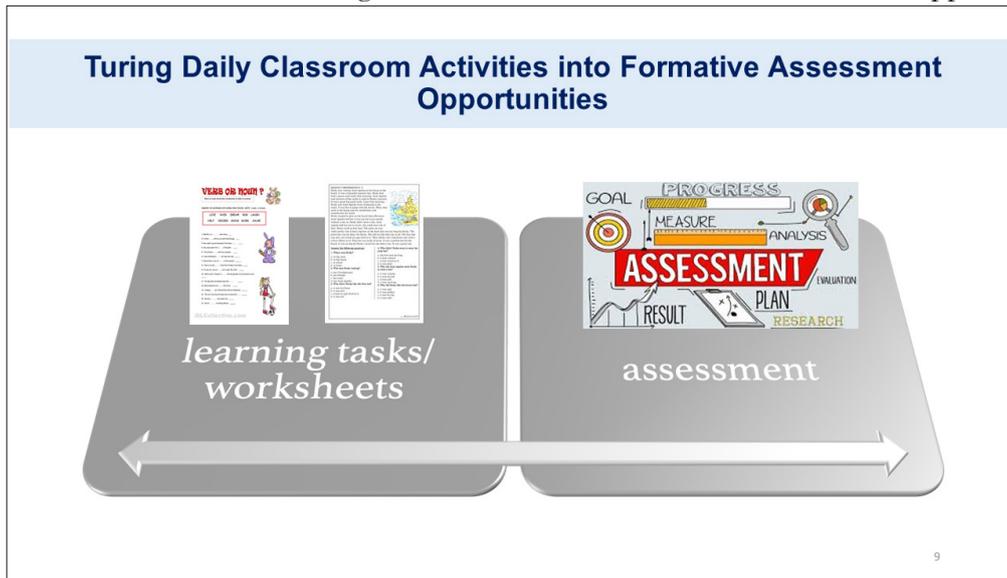
## Level

Secondary 1

## Strategies Used

### **1. Writing Assignments beyond the Designated Writing Periods**

The use of formative assessment activities such as 'one-sentence/one-minute summary', 'because-so-but-though sentences' and 'responses to a written text with a double entry journal' in every English lesson provided lots of opportunities for students to write and for teachers to find out whether students understood the learning materials and whether they were able to express their understanding in writing. Based on the students' work, teachers gave constructive feedback and encouraged peer evaluation and self-reflection.



## 2. Needs Analysis

Needs analysis is an important strategy for initial assessment to gauge students' prior learning, from which teachers are able to determine their next step of teaching. The teachers of this school are resourceful. They used an online polling tool to identify students' needs and consequently adjust the learning materials, e.g., teachers (a) showed an additional video clip when students expressed the need for more guidelines on creating an app and (b) replaced the vocabulary list provided by the course book with words and expressions that were required for the task. Subsequent exercises were provided as scaffolding exercises to ensure students' understanding. The following slides show how the teachers used needs analysis as a strategy for initial assessment.

## Needs Analysis

Assessment tasks	Purpose	Resource
Polling	- to assess how difficult students think it is to create new apps  - to assess students' understanding --- identify the different stages of designing a new app	1. Video Demonstration: 5 apps you show know!  2. Video Demonstration: Mobile app design tutorial

**Input based on students' response to the text**

Additional Learning	Assessment
Vocabulary about (i) People of the Internet age and (ii) Words and phrases related to the Internet age	Vocabulary worksheet exercises
An animated version of the textbook reading passages	<p>Taking notes on key features of the apps including:</p> <ol style="list-style-type: none"> <li>1. Name</li> <li>2. Purpose</li> <li>3. Target user</li> <li>4. Type or app</li> </ol>
	<ul style="list-style-type: none"> <li>- to identify the features of an app</li> <li>- to assist students develop ideas for the writing project</li> </ul>
	<p>Polling</p> <ul style="list-style-type: none"> <li>- to choose which app students like best</li> <li>- to identify the type of app that students are interested in designing</li> </ul>
	<p>Short writing</p> <ul style="list-style-type: none"> <li>- to justify choice of favourite app and type of app to work on</li> </ul>

to assess students' comprehension of the texts  
→ to prepare them for the writing task

### 3. Thoughtful Use of Graphic Organisers

Teachers made use of graphic organisers to help students understand the text structure and then guide them to create a piece of written work from the information written in the graphic organisers.

Beginning from the drafting stage, teachers collected evidence from students' work in the graphic organiser so that they could offer the necessary feedback to help students rethink their own writing. The following shows the process by which the teacher made full use of a graphic organiser as assessment, and simultaneously as a tool to help students to acquire the necessary writing skills.

## Deconstruct the reading text

You have read Texts 1 & 2 and learnt about six interesting apps. Let's find out how much you can remember.

**Text 1**

	App 1	App 2	App 3
<b>Name</b>	All Access	Mindful _____	LazyHome System
<b>Purpose</b>	To find _____ quickly	To solve food waste problem by tracking food expiry dates	To control a piece of hardware that switches home appliances on and off
<b>Target user</b>	The elderly, parents with small children and people with special needs	Households	
<b>Type of app</b>	Problem solving		

use of graphic organiser

# Construct the script

Now, it is your turn to design a new app. Fill in the table below with your ideas.

Name	
Purpose	
Target user	
Type of app	

- visualize what to produce
- overcome their fear
- not an app programmer
- but an app inventor

## Graphic Organiser: A Wonderful Tool for Collecting Evidence from Students

You have read Texts 1 & 2 and learnt about six interesting apps. Let's first remember:

Text 1

	App 1	App 2
Name	All Access	Mindful Kitchen
Purpose	To find <del>the nearest</del> <sup>lift</sup> quickly	To solve food waste problem by tracking food expiry dates
Target user	The elderly, parents with small children and people with special needs	Households
Type of app	Problem solving	Problem solving

Now, it is your turn to design a new app. Fill in the table below with your ideas.

Name	Hw Helper
Purpose	Have many homework answers help students find the to do a lot of homeworks
Target user	students
Type of app	Problem solving

Student's Draft

Now, it is your turn to design a new app. Fill in the table below with your ideas.

Name	Healthy Time <u>Timer?</u>
Purpose	- most people live in crowded city, they would forget to drink much water every day, so this app can remind them to drink water. - Also, this app also can remind you to have breakfast, lunch and dinner.
Target user	- people that live in city - people that have work
Type of app	Enriching life

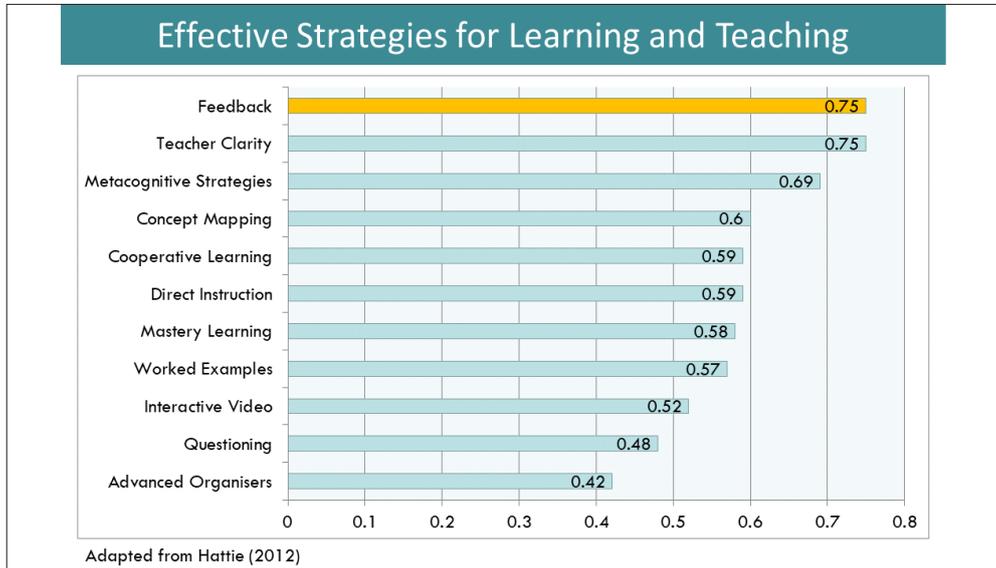
Student's Draft

The Teacher's feedback:

- An interesting and useful app
- How does the app remind its users?
- e.g., sound? light? vibration?

## 4. Feedback

Based on 60,000 evidence-based studies from English-speaking regions, Professor John Hattie and his research team have identified 150 practices that have an impact on student academic achievement. Feedback is among the ones with the biggest effect size (Hattie, 2012).



The teachers found the same from their own experience. They provided continuous feedback, interacting with the students, thus creating a need and an environment for students to keep writing. The students were receptive to their efforts and repaid the teachers' good will with their willingness to write and improvements in their writing. The following shows the proactive response made by the students.

**The Power of Feedback:  
Improvement made by the student**

If you think the normal alarm sounds are too boring, <sup>don't worry</sup> it is okay because this app has many alarm sounds for you to choose, <sup>from</sup> such as beach, forest, ocean, even human voice of the TV stars. You can choose the alarm sound that you like. <sup>then</sup> Then, it would call you when it is drinking time or eating time. <sup>This is</sup> Perfect for everyone who has a busy life.

## 5. Writing Projects

The teachers were dedicated and thoughtful. They decided to make the best use of the school suspension period to enhance students' writing skills. To effectively complete the writing process, continuous feedback is essential. But continuous feedback needs time - and the suspension period was just the right time to get students to go through the whole writing process.

To make writing meaningful, students needed a topic that was relevant to their daily life experience. At the time of the COVID-19 pandemic, the course unit 'Connected' was taught. A writing project with the topic of 'Creating an App' was designed. Students were required to design and write about an app which would make life better or solve a daily life problem. The final product was an oral presentation.

A writing project provided room for continuous feedback as students, beginning with gathering and generating ideas for sharing with, and receiving feedback from friends and classmates. This was followed by revision and further feedback from the teacher. In addition to the feedback shown in the previous slides, the following shows further rounds of feedback by the teacher and their effects.

Self-evaluation became the norm in a writing project.

**Student's Draft**

Name	School talk
Purpose	- Enter the school name - Then, you can talk to your classmates and teachers. - No use <del>no</del> phone number need to <del>your</del>
Target user	students and teachers
Type of app	Problem-solving

*Capitalize initials for names*

*Try to write complete sentences*

*Mind plural nouns*  
if students :>!  
teachers :>!

The feedback loop: Teacher's comments and student's self-evaluation:

- Capitalize initials for names
- Mind plural nouns

### Student's Final Draft

Now write your presentation script in about 180 words. You should pay attention to the use of vocabulary items (words and phrases related to the Internet age), tenses, adjectives, question tags, pronouns and possessives.

Through self-reflection and making references to resource materials, the student showed improvement.

Good morning Miss Chan and my fellow classmate. <sup>x (sing./pl.)</sup>

Today I would like to introduce a new app. It is called School Talk. <sup>(sing./pl.) x (sp.)</sup> If you want to ask teacher some things about <sup>(sp.)</sup> homework but you are not home, then my app can help you so this app is designed for students and teachers. <sup>(sp.)</sup> You can <sup>solving</sup> my app is problem

**Writing prompts**

- Who is the audience? What is the purpose of giving a presentation?
- Start by introducing the name of the app
- Tell who the app is for and explain why

### Student's Final Draft

Good morning teacher and my fellow classmates

Today I would like to introduce a new app. The app is called Home work Helper. It is designed especially for student but I think teacher could use it too. As we all know, we have some problem of the home work. Teacher also have something they don't know don't use? For example,

### Self-evaluation

**Have I ...**

- started by greeting the audience?
- introduced the topic clearly?
- connected ideas about the topic with appropriate connectives?
- included questions to engage the audience, e.g. by using question tags?
- stayed on topic?
- addressed the audience again in the closing?

## Actions Taken

Planning began after the first of the three designated workshops. The designated workshops were for the following audience, (1) all teachers in the school, (2) English teachers and (3) heads of all subject panels.

The first collaborative lesson planning meeting began in late September. Two textbook units were discussed and one of the units evolved into a writing project.

The second and third workshops were held in late October. Teachers found the topics of data analysis and item analysis useful and inspiring, generating a great deal of interest in the 'Assessment Literacy' project. More discussions could have been organised had the school days been unaffected by COVID-19.

Zoom meetings were held during the school suspension period for further discussions on assessment related issues, e.g., rubrics for self-reflections by the students on their own written work.

## Impact

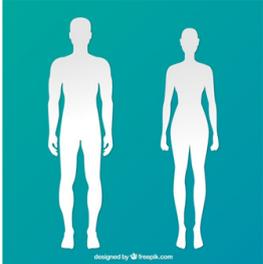
For the teachers, watching students improving in their writing skills and engaging in the writing task was perhaps the greatest gain from this project. 2019/20 was a difficult year. With the COVID-19 pandemic and school suspensions, application of the strategies on online classes and internal dissemination across the panels became barely possible. However, the teachers made extra efforts to engage the students in extended writing by going through the writing process with them.

### 1. Student Level

The students were responsive to this mode of learning. Many enjoyed the process and cherished the frequent feedback from the teacher and their classmates. They generated interesting ideas by continuously revising and refining their writing. The following are some results of the writing project.

### Illness Killer

It can check your body.  
You just need to open  
the camera on your  
phone.



designed by freepik.com

### Electrical Appliances Check

This app can check  
your broken electrical  
appliances and tell you  
where the problem is.



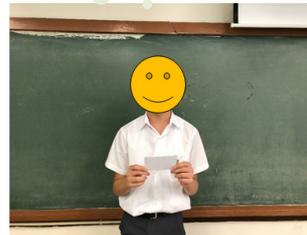
## Happy Timer

If you think the normal alarm sound is boring, don't worry. This app has many alarm sounds for you.



## Fantasy Dream Food

This app is for foodies who love different types of food. It uses AR technology which can project the the dish you like.



## 2. Teacher Level

Apart from the ideas and concepts of assessment literacy in general, the teachers found the following noteworthy:

- Exam paper item analyses (different question types and skills required) for the improvement of assessment design.
- Process writing as it allows opportunities for writers to reflect on their own writings and make improvements as they write.
- The teaching ideas shared in the workshops were insightful.
- Analysis of students' performance in the Hong Kong Diploma of Secondary Education (HKDSE) reading paper.
- Deconstructing a written text and using the information they contain to form a new piece of written work.
- Think-Pair-Share activities among students.
- How to design teaching materials that can clearly reflect students' learning progress and make good use of teacher's feedback to further assist students.

- The teaching strategies and methods shared during the collaborative lesson planning meetings, which are worth trying.

The following strategies have been tried out by the teachers:

- Think-pair-share: students were better engaged in their learning.
- Group discussion and polling during online lessons.
- Feedback given generally to the whole class and to individual students, especially when face to face interaction was possible, e.g., pair work and group discussions (prior to the lesson, students prepared for the discussion as homework).
- The writing projects: the participating students responded enthusiastically because they had lots of ideas about their new apps.
- Writing a one-sentence summary of the lesson – students were able to tell briefly what they had learned in the lesson.
- Deconstructing a written text about new apps and designing and writing a new app of their own; students found it much easier to process the information in the text. They were also more confident about designing their own app.
- Process writing and the writing process: brainstorming → drafting → teacher's feedback → editing → revision and rewriting → writing product
- Constructing meaningful feedback is very useful and valued.
- Text analysis of Unit 8 for designing new apps and scaffolding writing activities.
- Students of one group (most of them were of below average ability) were able to write about their own apps and a few cross-border students even submitted their work to eClass.

### Way Forward

The teachers stated that they will definitely use or experiment with the following when circumstances allow.

- Group discussions when school resumes
- Consultations with individual students to help students improve their writing skills
- Think-Pair-Share activities for self-assessment and peer assessment
- Making use of formative assessment to engage students in doing tasks that allow teachers to assess the learning progress before the 'final task'
- Group assessment task, in particular collaborative learning among students

If the readers are interested in learning more about assessment literacy, the following books are useful references.

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